DOCUMENT RESUME

ED 226 856 PS 013 395

AUTHOR Collins, Natalie Madgy; And Others
TITLE Business and Child Care Handbook.
INSTITUTION Greater Minneapolis Day Care Association, MN.
SPONS AGENCY Minnesota CETA-Education Task Force, St. Paul.
PUB DATE 82
NOTE 80p.
AVAILABLE FROM The Business and Child Care Project, Greater Minneapolis Day Care Association, (GMDCA), The Lehman Center, 1006 West Lake Street, Minneapolis, MN 55408 (Paper, $12.50, plus $2.50 postage and handling).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Day Care; Day Care Centers; *Decision Making; Early Childhood Education; *Employer Supported Day Care; Glossaries; History; Information Services; Legislation; *Needs Assessment; Parent Education; *Program Costs; Referral
IDENTIFIERS *Minnesota; Sick Child Care

ABSTRACT

Intended as a resource for corporate and industrial managers, employee groups, and others, this handbook provides basic discussion of child care and offers a guide for decision making. After the first chapter's brief introductory discussion of possible motives for becoming involved with child care, chapter 2 analyzes the phenomenon of the working mother by examining changes in the structure of the American family, changes in the composition of the workforce, and the need for child care services. Costs of child care are specified and discussed in chapter 3. In chapter 4, direct and indirect child care program options and elements of decision-making processes for employers are pointed out. Chapter 5 presents a business and child care project needs assessment system, a summary report of a needs assessment, and a sample child care study proposal. The seventh and concluding chapter briefly discusses the history of employer involvement in child care services in the United States. Various related materials are appended, including a glossary of terms, names and addresses of sponsors providing child care options, a directory of child care services and resources, an annotated list of federal and Minnesota state legislative acts relating to child care, several fact sheets, a list of references and related readings, and a brief list of compiled bibliographies. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED226856

PS013395

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

BUSINESS AND CHILD CARE HANDBOOK

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Constance C. Bell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BUSINESS & CHILD CARE PROJECT
Greater Minneapolis Day Care Association

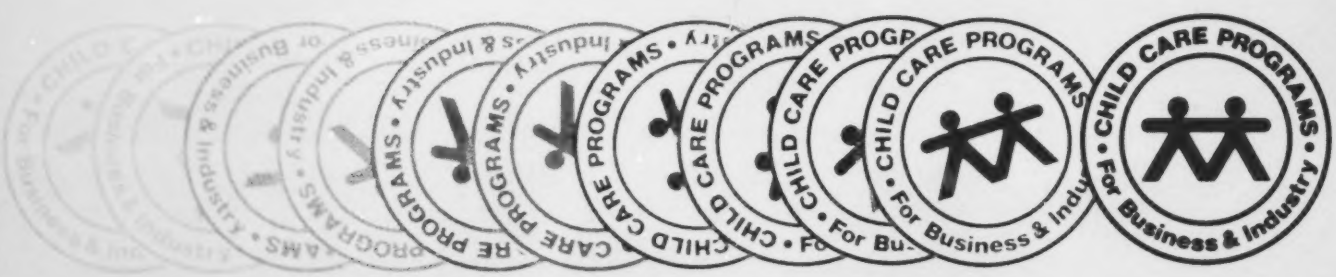


Table of Contents

Pages

ACKNOWLEDGEMENTS v

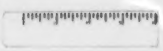
PREFACE vi

I INTRODUCTION 1

II CHILD CARE: WHO NEEDS IT? 5

III THE COSTS OF CHILD CARE 11

IV CHILD CARE PROGRAM OPTIONS 21



V THE CHILD CARE NEEDS ASSESSMENT 29

VI THE EMPLOYER EXPERIENCE IN CHILD CARE 41

VII APPENDICES 47

READERS NOTE:

A. Glossary 49

B. Employer Child Care Activities 52

C. Directory of Child Care Services and Resources 63

D. Legislation Related to Child Care 67

E. Fact Sheets 69

F. References and Related Readings 77

G. Other Compiled Bibliographies 84

Opinions expressed in this handbook are those of the authors and do not necessarily reflect the opinions of the State of Minnesota C.E.T.A. program.

Edited by Natalie Madgy Collins

Authors

Natalie Madgy Collins is Project Manager of the Business and Child Care Project. She is responsible for development, coordination, administration and implementation of child care programs for business and industry. Ms. Collins has served on the Board of Directors of the Day Care Association and as a member of the Computerized Child Care Information and Referral Task Force. She is currently working with over 75 employers across the State of Minnesota and providing consultation to employers across the nation. Before joining the Day Care Association she was an Evaluation Specialist and Program Administrator at the St. Louis Park Medical Center and at the Foundation for Health Care Evaluation in Minneapolis.

Constance C. Bell is Assistant Director and founding member of the Greater Minneapolis Day Care Association. She has represented the agency on child care boards at city, county and state levels. She has been an innovator in the child care community in developing business and child care materials. She has served as a consultant with local and national health care and business organizations on the subject of child care.

Beverly P. Propes is a Business Consultant on social service leave from Control Data Corporation. She formerly served as Director of the Northside Child Development Center, a business consortium day care center initiated by CDC in 1971. She has served as Manager of Community Relations for Control Day and has also served on the State Child Care Advisory Board and the State Day Care License Review Board. Since the completion of the social service leave, she is Director, Child Care Program at The Children's Hospital in St. Paul, Minnesota.

Copyright 1982 — by The Business and Child Care Project, Greater Minneapolis Day Care Association (GMDCA). All rights reserved. Printed in the United States of America. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system, without written permission from the copyright owners.

The Business and Child Care Project was funded by a grant from the State of Minnesota's Governor's 4% C.E.T.A. Fund.

Additional copies of this handbook may be obtained from The Business and Child Care Project, Greater Minneapolis Day Care Association, (GMDCA), The Lehmann Center, 1006 W. Lake St., Minneapolis, Minnesota 55408, (612) 823-7243.

Acknowledgements

The success of this handbook is due to the many people and organizations who assisted with its preparation. Recognition goes to the project advisors for their review and comment on the project materials and activities throughout the year: Arnold Anderson, M.D., Minneapolis Children's Hospital; George Crolick, Single Parent; Carol Flynn, Associate Director AFSCME-Minnesota State Employers Union; Dana E. Friedman, Consultant/Author, The Carnegie Foundation; Sally Goldberg, Licensing Consultant, Department of Public Welfare, State of Minnesota; Joan Growe, Secretary of State of Minnesota; Ken Konrad, Single Parent; Gary Lohn, Vice President, Control Data Corporation; Hamilton McCubbin, Ph.D., Family Social Sciences, University of Minnesota; Kathleen A. Murray, Attorney, Bay Area Law Project; Eric Narvarez, Single Parent; Vivian Nelson, consultant, American Lutheran Church; Kathryn Perry, Ph.D, consultant and author; Richard Reeder, Single Parent; and Chris Stein, Personnel Representative, Cardiac Pacemaker, Inc.

Gratitude goes to the fifty-four employers who completed applications to become core participants in the Business and Child Care Project, for their openness and sharing of professional perspectives that continually enhances the activites and ideas of the project. The core participants were: Abbott-Northwestern Hospital, Ah-Gwah-Ching Nursing Home, American Medical Systems, Augustana Nursing Home, Cardiac Pacemaker Inc., Carlson Companies, Carlson Craft (Taylor Industries), The City of Minneapolis, Control Data Corporation, Ebenezer Society, Fairview-Southdale Hospital, Fairview-Downtown Hospital, Fairbault State Hospital, The Federal Reserve Bank, First Bank Minneapolis, Geico Corporation, General Mills, Inc., Good Shepherd Lutheran Home, Hennepin County Bar Association, Homeward Bound, Inc., Honeywell, Inc., Immanual-St. Joseph's Hospital, Lake Region Hospital, Leisure Dynamics, Inc., Lutheran Brotherhood, Mentor Corporation, Minnesota Mining and Manufacturing, Mutual Service Insurance, National Association of Letter Carriers, Norstan Communication Systems, Northwestern National Bank, Pako Corporation, The Pillsbury Company, Pine City Technical Institute, Rice Memorial Hospital, St. Joseph's Hospital, St.Louis Park Plaza Health Center, St. Mary's Hospital, St. Paul Companies, Inc., St. Paul Ramsey Medical Center, Shamrock Industries, Sholom Home, Inc., Stevens Square Nursing Home, Tennant Company, Twin City Federal, United Hospital and Children's Hospital, University of Minnesota Hospital and Clinics, Valspar Corporation, Villa Maria Inc., Wausau Insurance Company, Westwood Nursing Home, Wilder Residence East, Willows Convalescent Center, and Willmar State Hospital.

Thank you to Char Thomasson of the Hennepin County Family Day Care Association, for her help in preparing the 1979 - 1980 handbooks on business and child care, which have been the catalyst for this effort; to personal friend KM who has given generously of her time in reviewing drafts of this publication; to Rita Friedman who transformed notes into a typed manuscript; to Jane Wiger, for her administrative assistance throughout the project and the Greater Minneapolis Day Care Association staff, especially its director, Dale Anderson, who initiated the leadership needed to provide a supportive working environment.

Preface

In the fall of 1980 the Governor's Advisory Council, under the leadership of Austin Sullivan, Vice-President, Corporate Public Affairs, General Mills, announced that C.E.T.A. 4% Discretionary Funds would be available for innovative projects so that clients of the C.E.T.A program might take advantage of employment opportunities. Building partnerships could help reduce the employment barriers often caused by inadequate and inaccessible child care services.

Prior to that time, the Greater Minneapolis Day Care Association (GMDCA) had been providing child care advice to the business community on an ad hoc basis. GMDCA, the child care coordinating agency for Hennepin County since 1969, has provided advocacy, training and other supportive and administrative services to the community on behalf of children and families.

The Association serves as a spokesman for the child care community, bringing together its often disparate elements — providers of day care, advocacy groups, day care center managers, personnel and parents. It also serves as a clearinghouse for child care information. When people want to know what is going on in Minnesota day care, they call GMDCA. Other services provided include:

- administration of day care sliding fee assistance programs for parents
- management assistance to existing child care programs
- information and referral for parents seeking child care
- training and technical assistance

In September 1979, GMDCA launched what would become a major innovative effort in the Twin Cities, and for the nation, by involving business with child care. The agency co-sponsored a luncheon seminar, with support from The Minneapolis Chamber of Commerce, Honeywell Inc., Control Data Corporation, The Minneapolis Foundation and First Bank Minneapolis, to tell business leaders how it might be to their advantage to help employees better meet their child care needs. For the 100 participants it was a new management concept.

In the fall of 1980 a second seminar was held solely for the downtown Minneapolis business community. This was sponsored by GMDCA and the Hennepin County Family Day Care Association, in cooperation with First Bank Minneapolis, Northern States Power, Northwestern National Bank, and Northwestern National Life Insurance. The interest and calls generated by these activities began to place heavy demands on the already busy GMDCA staff.

The increasingly evident interest from the employer community coincided with the Governor's Council allocation of C.E.T.A. funds. With one of several grants, GMDCA initiated the Business and Child Care Project.

In March 1981, the project team brought together a blend of expertise and experience in such fields as quality assurance monitoring, program development and administration, child care management, public policy, research design, business management, administration and marketing. Constance C. Bell, assistant director and founding member of GMDCA and an innovator and national consultant on the subject of child care was one of the three professional team members. Natalie Madgy Collins came with many years of administrative, research and development experience in health care evaluation systems to fill the position of project manager. To round off the team, was Beverly P. Propes, Business Consultant from Control Data Corporation and former director of the Northside Child Development Center, a business consortium child care center initiated in the 1970's.

The thrust of the project has been to inform employers and other interested groups that there is an enormous range of child care services, any of which will help their working parents. It has also stressed that employers need not be intimidated by child care. Too often when they think of child care, the image of a fully equipped center in their building springs to mind. But such an on-site center is certainly not the only choice. Over the last nine months, over 75 separate businesses, manufacturers, hospitals, nursing homes, and professional employee groups have learned that child care is a business. Like any new business venture, a successful child care program demands:

- commitment from management
- thorough planning
- a foundation of knowledge about child care delivery systems
- reliable information about management and employee needs.

That conclusion came after the project team had 108 hours of face-to-face meetings, 400 hours of telephone consultations, invitations for twelve speaking engagements in Colorado, Illinois, Kentucky, Michigan, Minnesota and New York, and attending professional conferences in Massachusetts, Michigan and Minnesota, and co-sponsoring a state-wide conference for business managers.

Why should employers take on the added responsibility of helping their employers with child care? Dana Friedman, a consultant to the Carnegie Corporation, former legislative analyst for the Day Care Council and Coalition for Children and Youth, and with a doctorate from Harvard University on "Employer Supports to Working Parents," describes the "3 o'clock syndrome," a frequent malady of working mothers particularly those on assembly lines. At that time of day, "when their school age children come home from school, they lose their concentration and more accidents occur." Friedman called child care a "visible benefit" that can help avoid costly relocation or movement in and out of the labor force for those working now. In conversations, Minnesota managers have repeatedly confirmed existence of this syndrome.

The conclusion employers seem to be reaching is that it is in their enlightened self interest to help employees alleviate these worries so that they can increase their productivity. While empirical data indicate these relationships, there is not yet a body of consistently reliable data to prove it, Yet, with the rising national concern about increasing productivity, this possibility can not be ignored.

This handbook is a basic primer on child care and a guide for decision making. It is a resource for corporate and industrial managers, students, employee groups, child care providers, policy makers and legislators who require up-to-date information.

Reader's Note

Technical child care terms that appear in the margins have been defined for your reference in Appendix A:

Glossary

Introduction

I

Many employers are already familiar with one or more of the factors attributed to the new wave of interest in corporate-sponsored child care programs. But employers should look at the complete picture — both the rationale for getting involved and for keeping their distance from provision of child care.

Employers may well decide that it is not advantageous to either the management or employees to sponsor a child care program. However, if both sides conclude that some sort of day care help is mutually advantageous, a successful match can be made with at least one of the numerous child care program options.

This introduction provides the framework by which an employer can examine his/her motives for entering the realm of child care. Because most employers are completely unfamiliar with child care systems, their complexities, costs, benefits and liabilities, they have been leery of committing themselves to the possibility of supplying what amounts to a new employee benefit.

What has made this a topic of the 1980's? In simplistic terms, it is *THE EMERGING CORPORATE RECOGNITION OF THE RELATIONSHIP BETWEEN PERFORMANCE AT WORK AND LIFE AT HOME.* Eight factors leading to this not-so-sudden emergence are:

1. Dramatically increasing numbers of women in the work force
2. Rising numbers of single-parent households
3. Increasing demand for child care slots and an unstable supply of providers
4. Drastic reductions in the role and financial support from government
5. Employer needs for innovative recruiting tools
6. Employer interest in reducing non-productive employee behavior
7. Increased tax advantages for employers and the employee
8. Recognition of the public relations advantage in the eyes of the general community and the employee population

Personnel managers and other leaders in the corporate structure have begun to realize that, yes, working parents have managed their child care needs. How else would they have been able to work? But today, as employees are more willing to share episodes of their personal lives, employers are learning that working parents often feel they could manage *BETTER and be more productive* with employer support systems. Inherent in this subject are the paradoxes that face both the employer and worker.

PROVIDERS

CHILDCARE VS BABYSITTING

One paradox facing employers is that under affirmative action they have been required to consider female job candidates along with male candidates. However, the female candidate, if a working mother, most often shoulders the family child care responsibilities. These frequently limit the hours and flexibility of her work schedule, may take her away from the job, unpredictably, and at times preoccupy her thinking.

In addition, the perceptions of why women work may be outdated. The General Mills American Family Report 1980-81: *Families At Work, Strengths and Strains* repudiates the notion that women enter the work force on a short-term basis — to earn additional dollars for a specific project such as a down-payment on a home, a dream vacation, or to pay for the education of her children. Today, "women are in the work force to stay, not only to help support their families economically but also to achieve personal satisfaction," the General Mills study concluded.

For precisely these reasons female employees have been and still are, reluctant to discuss child care. They have kept the issue from their superiors, fearing they will not be viewed as serious employees and will therefore miss opportunities for promotion.

But, as child care becomes a shared responsibility with fathers, either in a dual wage earner family or single-father head of household, companies are beginning to realize that *ALL* working parents (men and women) are caught in this dilemma. With dependable, flexible child care arrangements, the working parent can be a valuable employee.

Today a majority of employees expect employers to support activities and functions that in the past were strictly in the private domain of home and family. Flowing from this has been a myriad of benefits; health care programs, dental care, chemical dependency counseling, educational programs and even recreational programs. The circumstances of society, work place and family have brought "corporate child care" to center stage.

The information presented in this handbook follows a sequence found to be responsible to the inquiries and thoughts of interested employers. In consulting with

dozens of employers, the discussion generally began with the question, "What does child care mean to you?" Invariably, the response is "the on-or near-site-center." And the informal discussion begins. . . "But there is a full spectrum of options, whose cost range from practically nothing to a substantial monetary commitment from the employer." It is intended that the following chapters take the quandry out of employer-supported child care.

Child Care: Who Needs It?

II

The economic and social changes which have taken place in the U.S. in the last forty years have significantly altered the work force. The single most pronounced change has been the entry of women into the work force in record numbers. The number of working mothers has increased more than ten-fold since the period immediately preceding World War II, while the number of working women more than tripled. Fifty-one percent of all mothers with children under 14 years (22.4 million) were in the labor force in 1980; 47 percent of mothers with preschool children were working. (See Table A.) Overall, about 43 million women were in the labor force in 1979 or two-fifths of all workers. (U.S. Dept. of Labor, 1980.)

The reasons for this phenomenon are several:

ECONOMIC NECESSITY AS THE RESULT OF RUNAWAY INFLATION

25% of married women have husbands who earn less than $10,000 and 60% have husbands who earn less than $15,000. The median income for these families is $14,000. (National Women's Political Caucus, 1979.)

ECONOMIC NECESSITY AS HEAD OF HOUSEHOLD

Today, 40% of all marriages end in divorce. 43% of all women in the workforce are single, widowed, or divorced. The median income for families headed by women is $8,200. (National Women's Political Caucus, 1979.)

PREFERENCE FOR WORK OUTSIDE THE HOME AS A SOURCE OF PERSONAL FULFILLMENT.

The more education a woman has the greater the likelihood she will seek paid employment. Among women with four or more years of college, about two out of three were in the labor force in 1979. (U.S. Dept. of Labor, 1980.)

INCREASED PROFESSIONAL OPPORTUNITIES FOR WOMEN AS WELL AS OPPORTUNITIES IN CLERICAL AND SOCIAL SERVICE AREAS.

58% of working women and 70% of the professional women polled for the 1980-81 General Mills Family Report, reported that they would prefer to work, either full or part-time even if money was not an object. A significantly larger proportion of both groups expressed a preference for part-time employment over full-time.

Nevertheless, women workers still are concentrated in low paying dead-end jobs. As a result, the average woman worker earns only about three-fifths of what a man does, even when both work full-time, year-round. (U.S. Dept. of Labor, 1980.)

Whether or not individuals agree or disagree with this phenomena of working mothers, it is a reality. And the reality has striking implications for the care of children.

The purpose of this chapter is to analyze this phenomenon by further examining the changes in the structure of the American family, changes in the composition of the work force, and lastly, to examine the need for child care services.

THE CHANGING AMERICAN FAMILY

The typical American family is no longer made up of an employed husband, a homemaker wife, and 2.5 children. Instead it can be described as any one of the following:

30.5%	Are married couples with no children, or no children at home
20.6%	Are single-person households
18.5%	Have husband and wife as wage earners, with one or more children at home
15.9%	Have the father as the sole wage earner, mother as full-time homemaker, with one or more children
6.2% (11%)*	Are single female parents with one or more children at home
5.3%	Are headed by a male or female who is living with adult relatives
2.5%	Are unrelated persons living together
0.6% (2%)*	Are headed by single male parent with one or more children at home (Johnson, B., 1979)

In 1979, nine of ten Minnesota families were maintained jointly by a husband and wife, making that the predominant family form in the state. However, the so-called typical family of four — an employed husband, a wife who does not work outside the home and two children under 18 — represented only six percent of all families. (Minnesota Council on the Economic Status of Women, 1980.)

(*1980 Census Data)

THE WORKFORCE IS CONTINUING TO CHANGE

Since 1970, the greatest labor force increases have occurred among married women under age 35 with children under age three. (Kammerman and Kahn, 1979.) In fact, by 1978 the percentage of mothers who worked and who had infants had increased a dramatic 11% and is now one-third of all mothers with infants. By 1990, two-thirds of all mothers with children under six will work regularly and 75% of all two parent families will have both parents in the workforce. (Smith R., 1979.) In order to retain their jobs, women are taking a brief maternity leave and returning to work within six weeks to three months, leaving their infants in some kind of child care arrangement.

The General Mills American Family Report, "Families at Work, Strengths and Strains" is further evidence that this trend is going to continue. The Louis Harris poll surveyed a national cross section of people including family traditionalists and feminists, and reached the following conclusion:

"A majority of women will continue to work outside the home, marriage and child rearing responsibilities notwithstanding. They will work not only to help support their families, but also for personal challenge and satisfaction. Their employers, their spouses, their children, and indeed, the public in general support their right to do so. Men with working wives, in particular, sympathize with the needs and aspirations of working women. Attitudes about women working — and about the job of homemaking — have undergone profound changes."

On the other hand, the survey also reveals that working mothers bear particular burdens and pressures, and that most Americans recognize that these have an impact on both the ability of women to build and sustain careers and to discharge their parental responsibilities to their satisfaction.

THE NEED FOR CHILD CARE SERVICES

In the past, extended family and neighbors were available to care for the children of those few mothers who worked. Today, the pool of informal unlicensed providers is not as readily available since many of those providers have also left home for jobs which promise higher pay, increased prestige and opportunities for advancement. As a result, while the number of working mothers has increased, the availability of inexpensive, informal child care has decreased.

INFORMAL CARE

INFANTS

Today, two-thirds of all employed women work full time leaving their children with other adults for a significant part of the day, (Kammerman and Kahn, "The Day Care Debate"). Some parents may work different shifts in order to minimize the need for child care, but for many, finding a child care provider is a major and important undertaking. In a 1979 survey of 80,000 employed women, one-third of those with dependent children reported that child care continued to be a problem for them. (National Survey of Working Women.) Evidence of this problem was also documented by a survey conducted by *Family Circle Magazine* in 1978. Of the working mothers with children under 13 years of age, 30 percent had found it necessary to change child care arrangements in the past two years because the care was undependable or of poor quality. It was also reported that 30 percent of the mothers with school age children under 13 years allowed their children to stay home alone after school, while only one percent reported that they would leave their children alone if they had a choice (*Family Circle*, Feb. 20, 1979).

UNLICENSED CHILD CARE

Most parents seek child care services — if they can find and afford them — until their child is at least ten years old. Table A dramatically reveals the increase in the percentage of preschoolers (less than six years old) with working mothers, and the subsequent increase in need for child care. But where are these child care slots and how many are available? In 1980, there were just over one million spaces in licensed child care centers and family day care homes for the 7.5 million children under six years who needed them. (U.S. Dept. of Labor, 1980.)

SLOTS

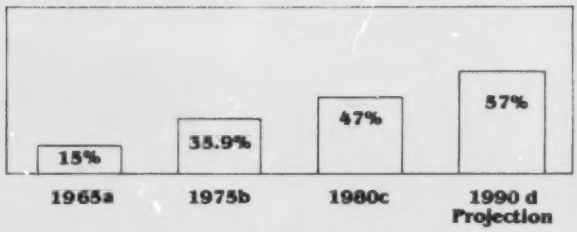
FAMILY DAY CARE HOME

LICENSED CARE

TABLE A

Percent of Preschool Children (Under Six Years) With Working Mothers

a Low and Spindles, 1968
b A.S. Grossman, 1977
c USDOL
d USDOL, Smith 1979



In Minnesota, there are 353 licensed full-time child care centers with a capacity to serve 15,146 children, 4,730 active family day care homes serving 21,853 children, 392 half day centers with a licensed capacity of 9,860 children and 96 Headstart centers with a capacity for 2,067 children. Assuming that working parents could utilize all of these child care spaces, there are only 48,926 licensed child care spaces for the approximately 281,955 children under six from two-parent and single-parent working families who need them. The remainder of the children are either in informal care or home alone. (Sources: "Trends in Day Care," April, 1980, Minn. Dept. of Public Welfare, and "*Women in Minnesota,*" 1980, Council on the Economic Status of Women.)

The documentation of unlicensed spaces continues to be difficult because such arrangements usually involve only the parent and the provider. Experts suggest that anywhere from 50-80% of all child care arrangements are of an informal nature. Two other observations, although somewhat statistically weak, substantiate the need for more child care services. First, one corporate manager reported that a child of one of his employee's spent the day in a public restroom. Meanwhile, a 1968 study showed that of 2.6 million preschool children with working mothers, 10% (or 26,000) were taking care of themselves. (Low and Spindler, 1968.)

HEADSTART PROGRAMS

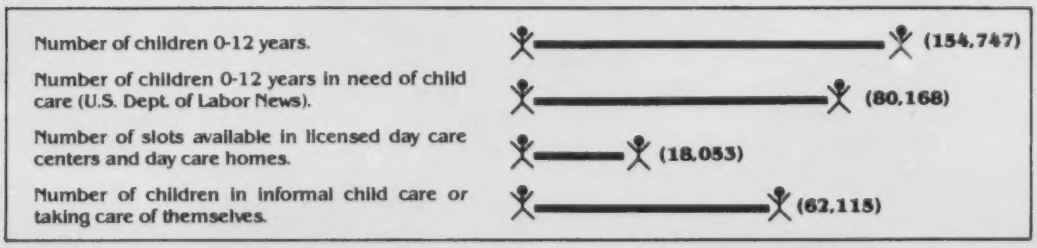
Putting together the information from the above paragraphs, what emerges is a startling picture of national need. First, as stated previously, there are presently 7.5 million preschool children with working mothers while there are only 1.0 million licensed preschool slots. This then leaves 6.5 million preschool children either in informal care or caring for themselves. Since the national child care scene has not dramatically changed since 1968, for purposes of discussion, we can assume that 10% of all preschool children with working mothers still care for themselves. This then means that 75,000 (7.5 million x 10%) of preschool children whose mothers are employed are left alone.

PRESCHOOL CARE

Or at the local level, in Hennepin County, Minnesota:

TABLE B

Child Care Need Compared to Available Slots Hennepin County (Minnesota) — 1980


Number of children 0-12 years. (154,747)
Number of children 0-12 years in need of child care (U.S. Dept. of Labor News). (80,168)
Number of slots available in licensed day care centers and day care homes. (18,053)
Number of children in informal child care or taking care of themselves. (62,115)

Children of working parents need child care. Licensed full-time center care is often the choice of parents with preschoolers, and family day care is usually the care of choice for parents with infants and toddlers. Increasingly, parents are preferring licensed care as a safeguard against poor quality. However, due to the current move on the part of the Federal government to de-emphasize regulation, and because of the budget crunch being felt by states and counties, educating parents about how to choose and evaluate a child care setting has become an important priority.

Looking ahead employers will need to be aware of all the child care services in their local community and to consider providing some level of help to their employees.

The Costs of Child Care

III

The costs of child care impact both the employee and employer. For the worker, they are the dollars or lack of dollars in the family budget, the time and stress related to identifying and maintaining quality child care and the consequences of not being optimally productive on the job. To employers, costs are not just the amount of money required to implement one or more child care options, but also the money, time and labor lost by not solving a personnel problem. In addition, the employer cost would include those intangibles that affect the company image.

Imagine a professional dual career family making $60,000 per year. One year of child care for their preschooler amounts to $2,500, a significant expense, but a relatively negligible piece out of the family budget. On the other hand, think of the single mother whose income is $14,000 per year. The $5,000 child care expense for her preschooler and toddler affects every budgetary decision and even the decision to continue to work.

Table A displays the average weekly day care costs in Minnesota. Overall, child care is more expensive in the Twin Cities Metropolitan Area (Minneapolis, St. Paul and surrounding suburbs) than in the Out-State area. Center Care, particularly in Hennepin County, tends to be more expensive than Family Day Care. Most notable, is the high cost for infant care in the Twin Cities Metropolitan Area.

The costs of child care for six years, birth to age six, have been projected to be $13,000 if the child is cared for in a Family Day Care Home, or $18,000 if cared for in a Child Care Center. According to Don Ferber, Minnesota Department of Public Welfare, rates are annually increasing 9% for preschool care and 11% for infant care. As an added reality, families frequently have two children in day care, simultaneously, for a portion of that six year span.

It is not surprising that child care is the fourth largest expense in the budget of the employed parent. Working from the 1980 Bureau of Labor Statistics, families at most income levels find child care a major portion of their budget. Three family budgets have been examined in Charts I, II, III. (See end of chapter.) The figures are based on a family of four living in Minnesota. However, calculations for one preschool child have been noted. Child care consumes between 14.4% (higher income) to 32% (low income) of the budget.

Ironically as the demand for child care services for working parents of all economic and employment levels grows, public resources for child care programs declines. Government funding allocated in the last decade for community-based child care has been drastically reduced. At present, in Minnesota's Hennepin County, it is estimated that Federal Title XX dollars serve 2333

TABLE A

AVERAGE WEEKLY DAY CARE COSTS IN MINNESOTA

		Twin Cities Metro Area Oct. '81	Out-State Oct. '81	Hennepin County '82
HOMES	Pre-schooler	$42.79	$40.00	$40 and up
	Toddler	43.64	40.50	County will pay $43 for eligible families
	Infant	45.45	41.25	
CENTERS	Pre-schooler	$49.23	$46.50	$52.50
	Toddler	57.90	45.00	60.00
	Infant	72.14	48.00	75.00

*From Statistics Division, Day Care Unit, Minnesota Department of Public Welfare 1982.

children or 15% of the need, while the three sliding-fee programs serve only 235-260 children, or 1.4% of the need. (Hennepin County Report: Planning For County Subsidized Day Care Services, 1981.)

Without some subsidy it is exceedingly difficult for an average family to earn enough to offset the additional expense of child care. It is no wonder that some low income parents are forced to remain on Aid to Families with Dependent Children (AFDC) rather than joining the work force.

A second employee cost factor is child care stress resulting from the increased pressure on the working parents as traditional community and family supports diminish. Hamilton McCubbin, Ph.D., University of Minnesota Department of Family Social Science, described the relationship between child care stress and the workplace in the Winter 82, *Nexus:*

> . . . As parents try to sort out their new roles, and balance their responsibilities to themselves, to their families and to their jobs, they are confronted with four dilemmas. These are probably more acute right now for women, although both parents experience them.
>
> 1. Freedom for self vs confinement of child care
> 2. Primary breadwinner vs primary caregiver
> 3. Sharing the load vs overload
> 4. Mothers only for child care vs others can do it too
>
> But the real dilemma behind all of these is the absence of clear solutions. These high shifts in social values have left us with no 'blueprints for coping' which are socially acceptable to all. When a mother goes off to work, her mother or other relatives may feel she is doing a "terrible thing to the children;" when a mother stays home with her kids, she is looked down on by others as "just a housewife." Whatever choice a family makes, parents may feel guilty; its a "damned if you do, damned if you don't" situation.
>
> Child care providers have an important role in helping families resolve these social ambiguities. First, by providing direct *quality care* to children, they help reduce tensions and strains; they can enrich family life by enlarging children's experiences.
>
> Secondly, the range of *alternatives* available among child care providers give families choices. Parents can find that "special" program to meet their "special" needs. For example, parents may value the opportunity to be close to their children in a day care program at their workplace . . . the sliding-fee schedule at the large center in their community . . . hominess of the family day care home . . . . These needs and values shift as their children change too. When families feel they can choose a special day care program for their child, it bolsters their confidence, and reduces their feelings of guilt; their dilemmas are more easily resolved.
>
> Day care programs are vital for families as they cope with the competing demands of work and family in an era of shifting social values. The quality care and the range of alternatives available help families find that most appropriate way, that socially acceptable blueprint for dealing with these stress and strains. Day care providers are crucial and necessary for parents to balance their new responsibilities to themselves, to their families, and to their workplace.

It is the employee reaction to child care stress that has contributed to non-productive employee behaviors. The child care system has turned to the private sector, because the dilemma affects not only the community, working parents, future employees — the children, but also employers.

Though sensitive to the need for involvement, the employer may see child care services as a risky investment of doubtful value, an unequitable service for a few and an unpredictable investment of time and resources with no assurance of solution.

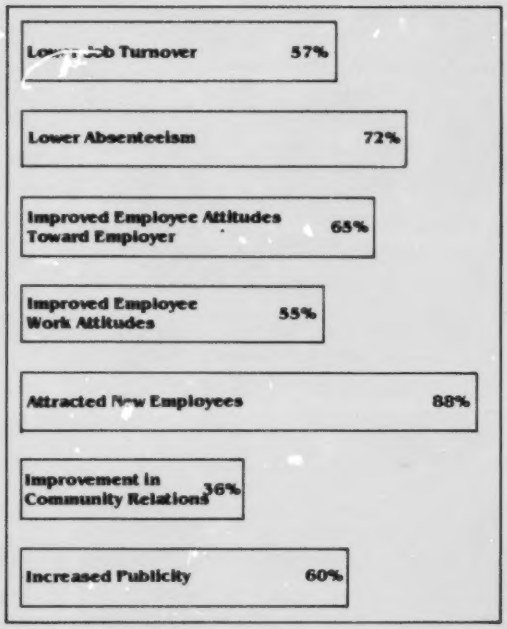
The employer is compelled to examine all conceivable costs. These would vary according to the option(s) under consideration, but they generally fit into four categories: LOSS OF PROFITS, DOLLARS, TIME and CORPORATE IMAGE.

Loss of profit refers to lost company dollars for *not* implementing a child care program, and therefore missing the benefits and opportunities to reduce non-productive employee behaviors. The study by K.S. Perry in 1978, shows seven employer benefits identified by 58 employers sponsoring day care programs. (See Table B.)

According to Perry, "Participating companies reported that parents are deeply appreciative of the help they receive in meeting the costs of work-related child care, in locating appropriate care, in simplified commuting schedules, and in more flexible work hours. They translate their peace of mind into greater productivity on the job."

Similarly in 1980, Intermedics Corporation reported a positive relationship between their child care program and employee behaviors. In the first nine months of the child care center's operation, there was a nine percent

TABLE B


Lower Job Turnover 57%
Lower Absenteeism 72%
Improved Employee Attitudes Toward Employer 65%
Improved Employee Work Attitudes 55%
Attracted New Employees 88%
Improvement in Community Relations 36%
Increased Publicity 60%

reduction in turnover and a net gain of 3700 work hours due to a 1% reduction in absenteeism.

Extensive objective data has not been available. Hopefully, employers now sponsoring child care centers and other child care programs will begin to meet these data needs. Until that time subjective data demonstrating loss of profits for not supporting child care will continue to dominate.

For example, Glen Taylor, president of Taylor Industries in Mankato, Minnesota, built and began operating a child care center for employees. He wanted to retain the new mother employee who wanted to return to work but felt she couldn't because of child care. At an October 1981 Conference in Minnesota, Taylor reported that as a result of not having a child care program "we were losing people sometimes for a ten-year period . . . . We also found it difficult to get women to move up in our organization because they didn't have the flexible time to make that kind of commitment." Taylor Industries isn't trying to make a profit from the center, not expecting to break even, in dollars. Instead, Taylor said, "The company considers child care as one of many fringe benefits that probably isn't going to return direct cost in full." He sees child care as a need that has to be met either by business or government. He added, "For me, I'd rather it be business because it's likely to cost less in the long run."

Similarily, Minnesota Hospital Personnel Representatives meeting in 1981, felt that involvement in child care would "benefit staff, aid recruitment, provide needed child care slots, reduce turnover and encourage more productivity."

Though at an early stage of corporate child care development, there is evidence to suggest long-term dollar benefits to employers. High Scope, a Head Start program in Michigan, has demonstrated that children in a planned preschool program perform measurably better in later life educational pursuits. Day Care experts have extrapolated this finding to indicate that children in a similarily well planned day care program would match the High Scope performance levels. Consequently, it is suggested that those same children, followed into their employment years, would become more employable, and of increased value to the corporate community as productive employees.

The second category of employer costs refers to "Dollars," the dollars expended for implementing and maintaining a child care program, the capitol cost for exploring and developing child care program, as well as the opportunity or profit lost had money been invested in some other corporate venture. The actual amount of dollars invested and the option chosen should be geared to the goals and resources of each corporate setting.

For illustrative purposes, Dollar Investment in child care may range from:

- a $250 State-of-the-Art presentation by an external consultant in house review of existing personnel policies, a "How to Choose Child Care" seminar or brochure;
- to $1,000 for a series of working parent seminars, a quality assessment program for parents, a sliding fee program, donations to centers, family day care homes or information and referral systems;
- to $6,250 for guaranteeing ten slots ($50/wk/slot) with a 25% employer subsidy;
- to $200,000 for building a large child care center from the ground up.

SLIDING FEE

INFORMATION AND REFERRAL

SUBSIDY

CHILD CARE CENTER

The costs of time and corporate image are equally important and frequently can be converted into dollars. Until recently, most employers assigned the task of exploring child care to the individual who made the initial inquiry, most often a working parent

(mother). In order to be thorough, this individual began at the ground floor collecting everything written on the subject, calling a multitude of people and expending a large quantity of personal and company time. How much does this time cost the company? If the information is not up-to-date if the exploration is informal and casual, expectations of employees may be raised to levels that can not be realistically met. What price has the company paid by damaging morale? If as a result of poor planning the final program is not perceived by the community, employees or peers as a success, what loss has the corporate image suffered?

Some of these time and image costs can be significantly reduced. In *Employers and Child Care: Establishing Services Through the Workplace*, the authors suggest using external consultants. "Throughout the process of planning and establishing child care services, planners can benefit from the knowledge and experience of child care service experts. Preparing a cost analysis requires complete knowledge of implementing the program under consideration. If planners lack knowledge and experience in the child care field and if funding is available, hiring a consultant . . . should be considered."

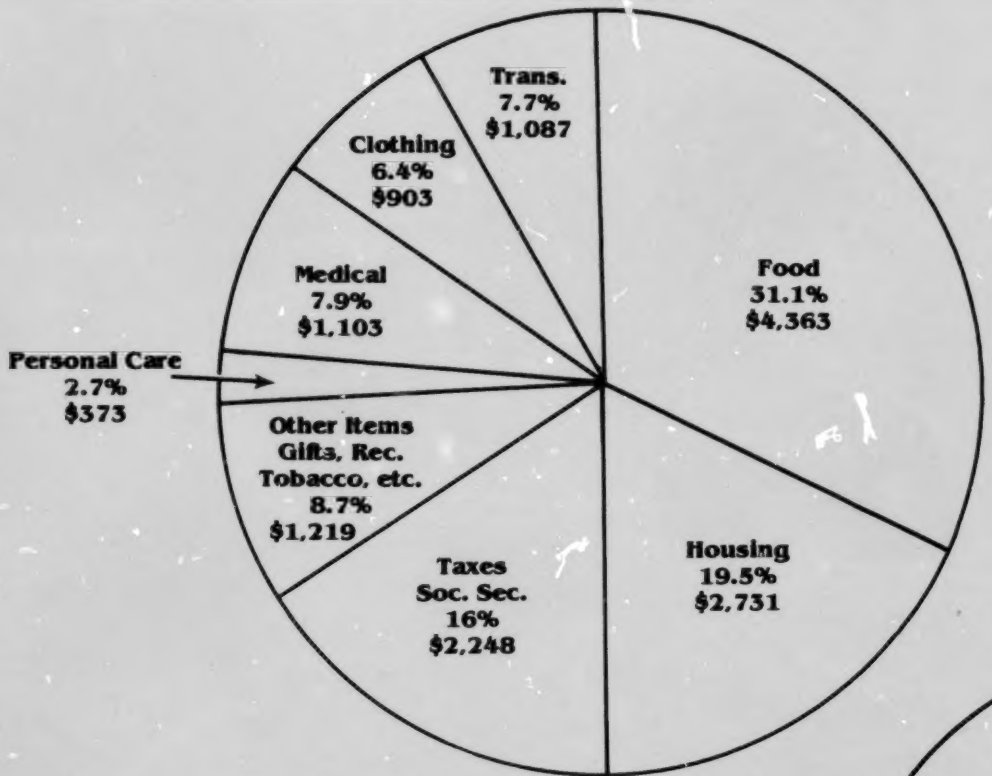
The actual dollar costs for any child care program, whatever the option, must be determined after considering existing resources, tax savings, user fees, and long term benefits to the employer. All costs must be carefully weighed. The reality that child care is a complex business is once again demonstrated.

The question need no longer be, "How much will it cost (dollars) my company?" but rather "Can I afford NOT to have some type of child care program at my company?"

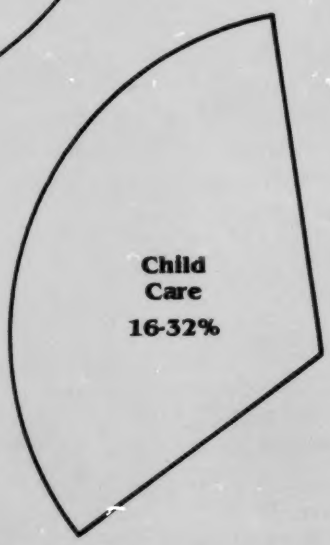
CHART I

FAMILY INCOME: WHERE DOES IT GO?*

(Lower Budget $14,027 Gross)



No Room For Child Care Costs



One preschool child in care
$2,000-$2,500
Approximately 16% of income

Two children in care
$4,000-$5,000
Approximately 32% of income

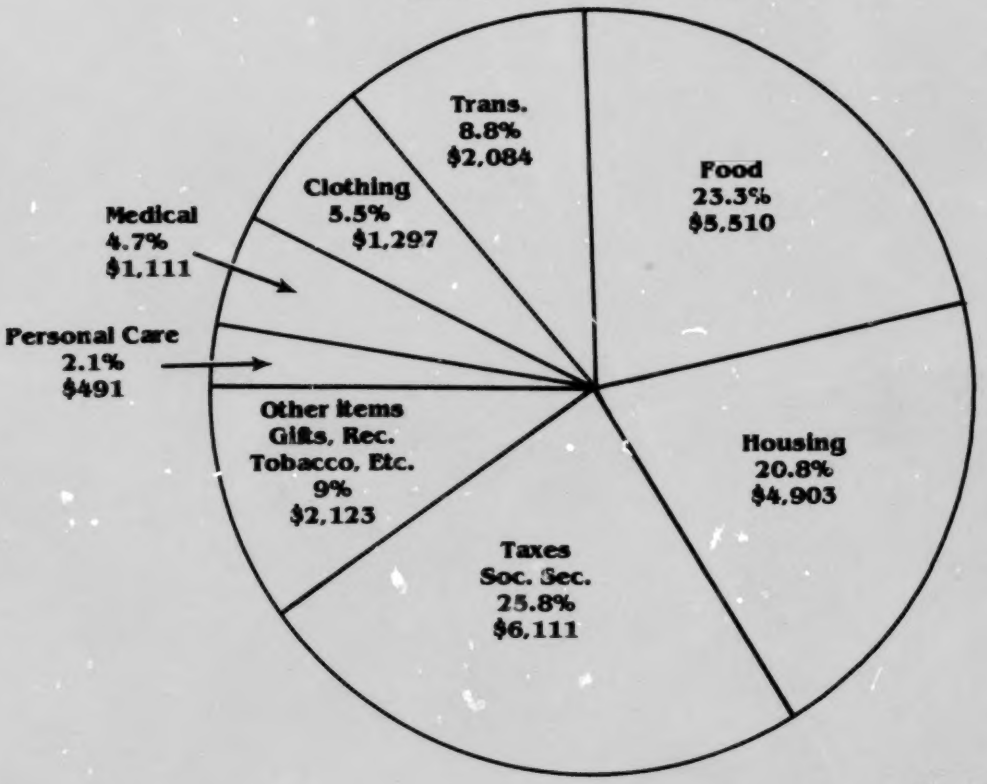
***Family of Four in Minnesota**

Bureau of Labor Statistics 1980

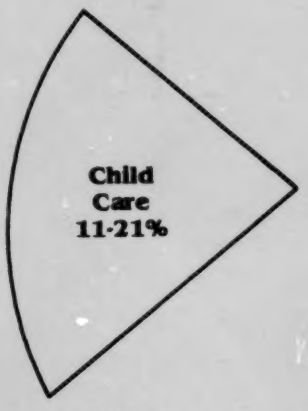
CHART II

FAMILY INCOME: WHERE DOES IT GO?*

(Intermediate Budget $23,630)



No Room For Child Care Costs



One preschool child in care
$2,000-$2,500
Approximately 10.5% of income

Two children in care
$4,000-$5,000
Approximately 21% of income

***Family of Four in Minnesota**

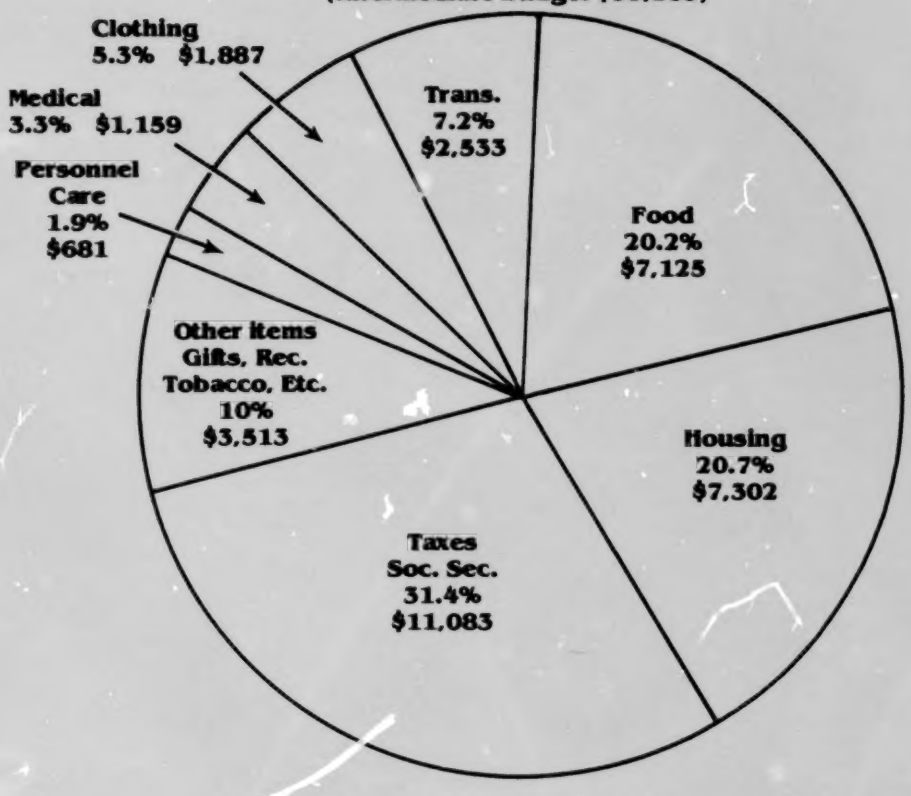
Bureau of Labor Statistics 1980

21

CHART III

FAMILY INCOME: WHERE DOES IT GO?*

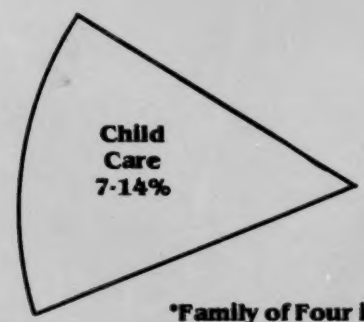
(Intermediate Budget $35,283)



No Room For Child Care Costs

One preschool child in care
$2,000-$2,500
Approximately 7% of income

Two children in care
$4,000-$5,000
Approximately 14.1% of income



*Family of Four in Minnesota

Bureau of Labor
Statistics 1980

Child Care Program Options IV

Discussions about program options for employers interested in assisting working parents usually starts with the On-Site Center. But there are multiple services from which an employer could choose and the concept need not be limited. The option selected needs to be consistent with the organization's overall business objectives and priorities in order to be successful. For this reason, it is important to begin looking at the decision making process and then a description of the program options.

NINE STEPS FOR A SUCCESSFUL EMPLOYER SPONSORED CHILD CARE PROGRAM

STEP	DESCRIPTION
1. INTERESTS	The process begins with the collection of relevant information about the Child Care Delivery System and all options available to the employer. Consider those that currently exist along with innovative variations. This is a time to begin thinking about a program concept not necessarily limited to one child care option, nor defined only in one time dimension. (Reference to Appendix E.)
2. NEEDS	This data analysis step calls for the study of information to determine what kind of program(s) is (are) needed or may be beneficial to the employees, management, and the community. It is useful to define the relative importance of meeting the needs of these three parties.
3. DECISION-MAKING	Examining the relationship between needs and interests, noting similarities, trends and differences, will be useful to narrow down the full spectrum of options to a realistic number of possibilities. Elements of each option under consideration that are not advantageous should be identified along with the essential and non-essential factors.
4. GOALS	Formulating concise statements of objectives will define the focus and intent of the program. The statements should reflect the findings of the data analysis. They should provide a defined sense of direction for where the project is headed. Frequently such statements indicate at best what is planned. Objectives can become a more useful management tool if they define what individuals will be expected to do as a direct result of the implemented program, the specific conditions of the program participant responsibilities and precisely what the standards of success will be.
5. GENERAL PLAN	Sketch out a broad picture of the plan to accomplish the objectives. Specific child care programs should be identified and general time table e.g. within one year, three-five years.
6. MARKETING PLAN	Outlining a course of action to generate the desired interest, support of the program(s) and appropriate level of expectation.
7. PROCEDURAL STEPS	Plan all of the details including activities, time requirements, leadership, staff and other necessary resources. Responsibilities for implementation should be assigned.
8. IMPLEMENTATION	Set the plan into action as defined in step #7.
9. REVIEW & EVALUATION	Build ways to test the effectiveness and results of the program(s). As the plan is implemented, check against the criteria established in Step #3. Arrange for review and evaluation by planners. Apply insights and learnings to future planning and program modification.

The employer decision makers may find these nine steps, or any other framework for program implementation, a helpful tool. It is recommended that the process, be agreed upon at the beginning of the inquiry. Obvious alterations in the overall activity should be agreed upon so that the project can move ahead efficiently. If the decision makers would like to build in protective pauses — points at which they may elect to terminate the process or redirect its path, it is again, most constructive to do so at the onset.

Knowledge about program options is crucial at three places. First, a basic cognizance of the full range of program options is helpful during Step #1: Interests. This then allows for an indepth understanding during Step #3: Decision-Making, which in turn means that effective plans can be outlined in Step #5: The General Plan. (Step #2, Analyzing Company Needs is described in Chapter V.)

The actual number of choices available to the employer seem limitless. There are the well known programs, e.g. sliding fee or subsidy, child care center, but there are also the many activities and policies at the work site that may be "unwritten," but nevertheless support the parent at work. For example, flexible personnel policies have not been one of the first thoughts to come to mind when considering Child Care Options. It is now important to look at all services, those that indirectly help a parent with child care and those that provide a direct service. A number of each of these services are listed for you below and described in more detail on the following pages. As knowledge about the child care system accumulates and is accessible to creative planners, the list of options grows.

The child care program spectrum outlined below is designed to raise awareness about the full range of child care assistance options available — from the more indirect to direct provision of child care services at the work-site.

A CHILD CARE PROGRAM SPECTRUM

INDIRECT

1. **ESTABLISH A FAMILY AND WORKPLACE TASK FORCE**
2. **FORMALIZE FAMILY ORIENTED PERSONNEL POLICIES**
3. **IDENTIFY A RESOURCE PERSON TO PROVIDE IN-HOUSE ASSISTANCE WITH CHILD CARE INFORMATION & REFERRAL**
4. **SUPPORT COMMUNITY INFORMATION AND REFERRAL SERVICE**
5. **SPONSOR SEMINARS FOR WORKING PARENTS**
6. **SPONSOR A QUALITY ASSURANCE MONITORING PROGRAM FOR PARENTS**
7. **SUPPORT EXISTING CHILD CARE CENTERS AND/OR FAMILY DAY CARE PROVIDERS**
8. **PROVIDE AN ALLOWANCE AND/OR SLIDING FEE SUBSIDY FOR CHILD CARE EXPENSES**
9. **DEVELOP A FAMILY DAY CARE HOME CONSORTIUM**
10. **PURCHASE SLOTS IN COMMUNITY CHILD CARE PROGRAMS**
11. **SPONSOR A SUMMER DAY CAMP**
12. **DEVELOP AN EMPLOYER SPONSORED CENTER (on-site, near-site, or in a consortium with other employers)**

DIRECT

INDIRECT CHILD CARE OPTIONS

OPTION	DESCRIPTION	CONSIDERATIONS
1. Task Force	Identify individuals who have a stake in the development of a support program for employees. Future success or failure can be anticipated with this activity. It reflects the company's genuine interest in giving serious consideration to the topic. It aids in efficient use of management time and staff resources. (See Appendix E for TASK FORCE FACT SHEET.)	• Employee morale increased • Low start up costs • Reduces planning and administrative time. • Positive vehicle for responding to employee expectations
2. Personnel Policies Supporting Working Parents	*Flextime:* Core hours are established when all employees must be at work. This gives the parents flexibility when the child care facility's opening and closing times do not coincide with work hours. *Permanent Part-time/Job Sharing:* The employee is allowed to work a part-time job or share a 40 hour workload with another person. This allows the parent more flexibility in scheduling and more time with his/her child. Benefits are prorated. *Sick time:* The employee is allowed to use sick time to care for his/her sick child as long as sick time hours used does not exceed the number earned.	• Equity in distribution of benefits • Alternative administrative costs • Alternative work scheduling reduces company's overtime expenditures • Stabilizes turnover and absenteeism levels • Provides opportunity for part-time people to work full-time • Provides opportunity for mothers of school-age children to work and care for children • Provides work opportunity for students who need an income in order to stay in school • Difficulties in supervising large groups of employees who work at different times • Difficulties in administering lost-time pay policies • Difficulties for employees in arranging carpooling • Possibility of abuse by some employees
3. In-house Child Care Information and Referral Service	Identify a resource person in the personnel or employee assistance department to aid parents in locating a child care program or in finding financial assistance for child care. Print a booklet or brochure explaining child care options, where to get information and referral, and how to choose a child care program.	• Low start up costs • Makes existing services more accessible to parents • Minimal commitment • Visible public relations effort • Utilization can demonstrate the need for other child care services
4. Community Information and Referral Services	Contract with a Community Information and Referral Service: An employer could contract with a local information and referral service agency if available. A computerized system can provide information about openings as well as provider addresses. This system can also be used as a needs assessment tool while assisting employees in finding appropriate child care.	• Availability of child care slots in the community • May stimulate day care where demand is greater than supply • Cost shared among participants
5. Working Parent Seminars	Seminars on topics such as "How to Choose a Child Care Setting," "Discipline," "Time Management for Working Parents," and other parenting issues can be held during lunch hours or other appropriate times at the worksite. Seminars can serve as a tool to identify parent needs, issues and concerns.	• Low administrative costs • Start up rapid • Can be used to identify employee child care needs • Employee morale builder

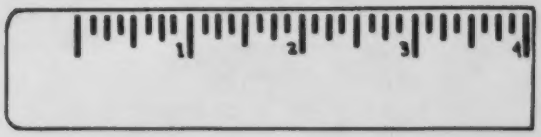
OPTION	DESCRIPTION	CONSIDERATIONS
6. Quality Assessment Program for Parents	Contract with a quality assurance expert to externally develop and implement a voluntary feedback system for both parents and providers. The parent may find this information helpful when making child day care arrangements, while the Center or Family Day Care provider may find it useful when evaluating and modifying their programs.	• No responsibility for administration • Low costs • No liability • Public relations enhanced • Increased employee productivity due to increased parental satisfaction • No long term costs
7. Support Existing Child Care Centers and Family Day Care Providers	An employer may wish to donate funds, products or resources to child care programs in the community, or assist in expanding existing ½ day nursery programs.	• Low start up costs in comparison to costs for new programs • Tax deductibility • Reduced start-up time • Lower administrative costs • Identification of programs willing or able to expand • Contributions can be materials or services that are underutilized.

DIRECT CHILD CARE OPTIONS

OPTION	DESCRIPTION	CONSIDERATIONS
8. Financial Assistance Through a Flex/ Cafeteria Benefit Program, Voucher, or Sliding Fee	Flex-benefit Program: The employee is presented with a variety of benefits from which to choose those most suitable for his/her family. For example, a parent could opt for a child care subsidy instead of duplicating the other parent's health insurance, or could choose more vacation time vs. extra life insurance. Voucher or Sliding Fee Program. An employer could provide a child care voucher or sliding fee subsidy even if it prefers not to initiate a flex-benefit program. Such a program could be justified as reducing absenteeism, turnover, etc. or as a recruitment tool. This option works well for companies located near an ample supply of child care services and where employees prefer to choose child care near their homes.	• Responsibility for administration or liability • Allows for parental choice • Helps parents meet rising child care costs • Variability of program costs, quality, services • Only works if enough care available • A sliding fee program will require additional administrative costs
9. Family Day Care Home Consortium	An employer or group of employers can set up a program linking a number of family day care homes in which care is purchased for employees. New providers could be recruited and trained by the consortium through an administrative office. Apartments could be purchased and rehabilitated as sites for the family day care homes.	• Low start-up costs • Increases possibility of night and weekend hours • Homelike environment • Wide geographic application • Tax deductibility • Administrative responsibility • Identification of a sufficient number of family day care home participants • Visibility of program
10. Purchase Slots in Community Child Care Programs	An employer can contract with a local child care program for a portion of the center slots by paying a holding fee when the slots are empty or by subsidizing the employee's child care cost by providing a discounted rate.	• If limited number of providers, some parent needs unmet • Less visible to the public • May result in rewarding only a few providers • May need to reserve and guarantee payment for spaces in advance

OPTION	DESCRIPTION	CONSIDERATIONS
11. Day Camp	An employer can sponsor or set up a day camp at the worksite or subsidize care through a local community day camp. This is a particularly helpful option for school age children in the summer.	• Visibility • No responsibility for administration • Low start up costs • Fills a void in the child care delivery system • Reduced tardiness because parent and child commute together • May support existing community recreation programs
12. Employer-Sponsored Center	The center can be either on-site or near-site and can be funded by an individual company or consortium of companies. If the company operates its own center, the company has control over quality, administration, etc. If the company prefers not to run the center, company space can be leased or donated to a profit or nonprofit child care agency, thus reducing financial and legal liability. Unions also can sponsor a center at the worksite or join with management in a consortium to fund the program.	• Parents and children in close proximity • Less time lost in transportation because parents and children commute together • Reduced tardiness • If public transportation is used, utilization more difficult for parent carrying child (or children) • Company can set hours and days of service according to needs • Company can monitor program to ensure parental satisfaction • The consortium reduces costs and responsibility to individual employer • Tax deductability • Positive public relations • Operating costs fluctuate with demand • Community enrollment might be necessary • Administrative responsibility • The consortium requires multi-employer commitment • May be underutilized because parent prefer near home care or child in neighborhood school

Note: See Appendix B for a comprehensive list of employer activities.



Needs Assessment V

The names that come to mind when looking at employee child care needs are Dana E. Friedman, Gwen Morgan, Kathryn Perry and Ruth Nadel. These individuals have been among those involved in researching day care issues during the last fifteen years and currently provide consultation to governments as well as educational and corporate institutions. At a 1981 conference in Boston, they merged to discuss, among other things, the state-of-the-art of child care needs assessment. Some of their comments were addressed to the entire conference, others reported in publications that were distributed, while some were heard by this author in private conversation. In general, they agreed that needs assessment has been somewhat haphazard and primitive, that companies frequently ask the wrong questions of the wrong people and that their results are often less than accurate. These experts reported that employers may choose to do a "quick survey" because they recognize the need to respond in some ways to the issue of child care, but are not prepared to go beyond that. Further, they cautioned that the hastily planned survey typically reports "no-need" and that the responsibility to do something has already been met.

After extensive review of the literature, examining over fifty child care needs assessments and needs assessment from other human service disciplines, a number of problem areas have been identified.

Historically, child care needs assessments have been limited to the method of a written survey. The major difficulties of confining needs assessment to a written survey are:

- Failure to gather accurate and reliable information
- Low response rates (3-25%)
- Respondent population not well defined
- Respondent expectations inappropriately raised
- Too many questions asked
- Survey too long
- Scope of survey too broad
- Visual layout of questions confusing
- Instructions not complete
- Promotion of the survey lacking

Many of these problems can be eliminated by investing some time in planning and by using alternate methodologies.

In order to reduce the barriers to an effective needs assessment, the Business and Child Care Project has developed a multi-staged system (see Figure 1). At first glance it may seem complex. The business of asking people about child care is not a simple task. For this reason, at each stage a number of discussion questions have been listed (see Figure 2). The discussions can be informative opportunities to brainstorm ideas and define the parameters of the needs assessment.

It is helpful to examine what is known about needs assessment from other disciplines such as health care. For example:

> "An awareness of what is known about needs assessment in other human service disciplines might maximize resources. Health Care has been implementing needs assessments for a number of years and have allocated a number of resources into some interesting basic research. By examining some of these empirical health care studies, the child care needs assessment can continue to evolve. In the 1970's John Ware and others at the Rand Corporation in California reported on the topic of patient satisfaction. It was well documented that satisfaction questions are exceptionally difficult to ask because the reliability of the data is so uncertain. One factor is time. If a patient reports that they have been satisfied with their health care, for example on November 11th, and then is asked again on December 11th, it is likely that the response will be a notably expression of a difference level of satisfaction. Also coming out of the Rand research, it is known that the pronouns used in the wording of the question influences the nature of the response. The first person 'Are YOU satisfied with . . . .' is more likely to generate a more positive response that the generalized third person 'Are FRIENDS, NEIGHBORS . . . satisfied with . . . .'
>
> "After some thought, the similarities between parent satisfaction and patient satisfaction are evident. Both relate to the use of and delivery of a critical and emotional human service, require a high level of trust to a provider and the use of the services are in high demand and frequently unavoidable.
>
> "In terms of building on resources that already exist, interdisciplinary references and expert consultation are an important consideration."

In describing the Business and Child Care Project Needs Assessment System, references useful in the process have been included in this chapter. They are:

FIGURE 1 The steps to follow in doing a needs assessment.

FIGURE 2 The questions to be asked at each step in the needs assessment program.

FIGURE 3 Categories of information frequently included in a child care needs assessment (including an illustrative list of possible subtopics)

FIGURE 4 The Business and Child Care Project Needs Assessment Tool

FIGURE 5 A Summary Report of a Business and Child Care Needs Assessment

FIGURE 6 A Sample Study Proposal (An Innovative Child Care needs assessment that evolved from using the multi-staged system)

For those employers who are prepared to respond to employee child care needs, The Business and Child Care Needs Assessment System can be a useful resource. The task need not be an overwhelming and excessively time-consuming process. Based on experience the first ten steps can be completed in the context of four one-hour meetings employing the time saving expertise of a consultant and effectively maximizing corporate resources. Again, Needs Assessment should serve a useful purpose and be a cost-effective tool for management.

FIGURE 1
BUSINESS AND CHILD CARE NEEDS ASSESSMENT SYSTEM

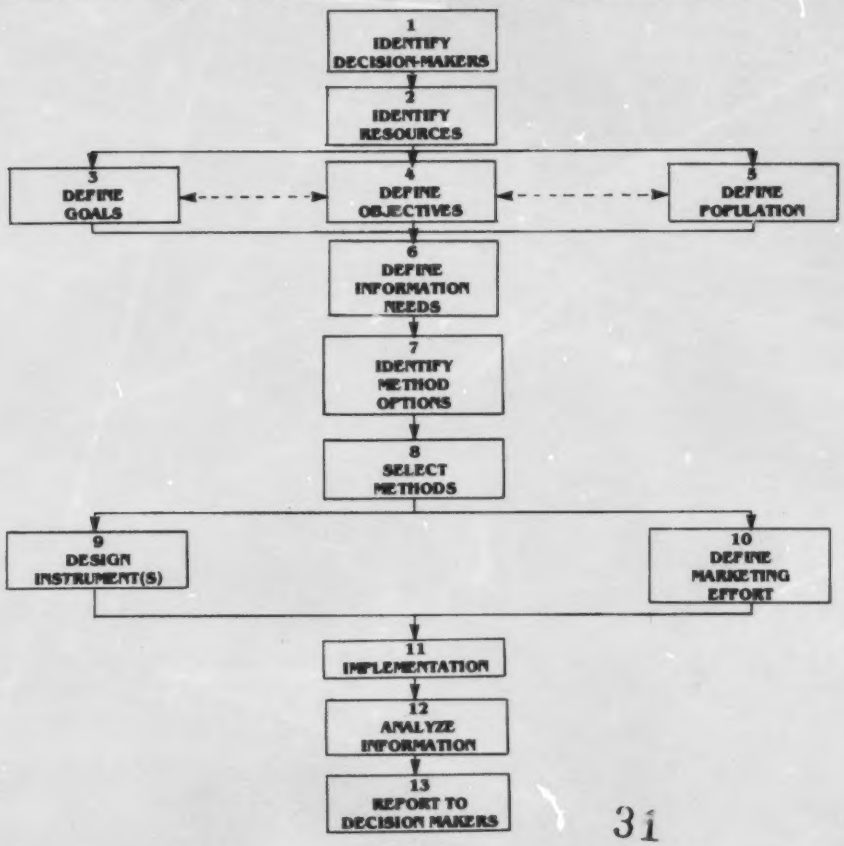


FIGURE 2
THE BUSINESS AND CHILD CARE PROJECT NEEDS ASSESSMENT SYSTEM

STEPS	CONSIDERATIONS
1. IDENTIFY DECISION MAKERS	Who will determine the fate of the child care issue in the company? How do these individuals usually make decisions? Is it known where the decision makers stand on the topic? How much support? Opposition?
2. IDENTIFY RESOURCES	Do we have the PEOPLE with child care needs assessment expertise and experience and experience among our own staff? Should we consider hiring a consultant? How much time and money do we want to invest? What are the needs assessment references and resources in other disciplines? e.g. Health Care, Survey Design, Market Research . . . .
3. DEFINE GOALS	Is needs assessment a planning tool to assist in making a decision defining the company response to child care? Is needs assessment an end in itself, sending the message to employees that mangement is sensitive to the child care needs of working parents, yet not committed to implementing any new program? If an "end-in-itself" is the employer willing to risk the high cost of raising expectations to a point that morale is negatively affected.
4. DEFINE OBJECTIVES	Are the findings to be used as conclusive evidence of need for child care services? Are the findings to be used to give direction for further inquiry? What is the desired timetable for completing needs assessment activities?
5. DEFINE POPULATION	Do you want to identify child care needs and attitudes of management? . . . Current employees? . . . Prospective employees? . . . Terminating employees? . . . Parents and non-parents employees? . . . Male and female employees . . . Leaders in the community? What is the desired response rate? . . . 80% of all employees? . . . Fifty parents "in need"? . . . A statistically significant sample?
6. DEFINE INFORMATION DESIRED	What categories of information are needed to influence the decision-makers? (See Figure 3) What accurate and reliable information do we already have? Can accurate and reliable information be obtained from other sources? What is the acceptable level of reliability and accuracy? What are the dangers of wanting too much information? Is each element of information pertinent to the process of deciding what to do about the child care issue?

STEP	CONSIDERATION
7. IDENTIFY METHOD OPTIONS	What methods could we use to collect the information desired? . . . telephone interview . . . face-to-face interview . . . focus groups What are the advantages and disadvantages of each method?
8. SELECT METHOD	What method(s) best achieves the goals and objectives, provides the desired information to the decision-makers and can be implemented with the resources available and allocated?
9. DESIGN INSTRUMENTS	Have assessment resources and references specific to the method selected been consulted? Have common problem areas been avoided?
10. DEFINE MARKETING EFFORT	Have marketing resources been identified? Has the desired population been informed that a needs assessment is forthcoming? Is communication about the needs assessment coming from top management? Are the desired respondents made to feel their opinions are important?
11. IMPLEMENTATION	Have all the planned activities been carried out?
12. ANALYZE INFORMATION	Has all information collected been reported? What are the implications of the findings? What are the unexpected findings? Are the limitations of the assessment described? What are the recommendations?
13. REPORT FINDINGS TO DECISION MAKERS	

FIGURE 3
TOPIC OPTIONS FOR ASSESSING CHILD CARE NEEDS

1. Current Child Care Arrangements
2. Employee Demographics
3. Satisfaction with Current Child Care Arrangements
4. Interest in and Need for Other Child Care Services
5. Factors Important in Selecting Child Care
6. Relationship Between Child Care Problems and Absenteeism
7. Cost of Child Care
8. Relationship Between Recruitment and Retention of Job and Child Care
9. Satisfaction with Current-Existing Company Child Care Program
10. Special Needs
11. Future Child Care Arrangements

EXAMPLES OF SPECIFIC QUESTIONS FOR TOPICS #1, #2:

1. **CURRENT CHILD CARE ARRANGEMENTS**
   - Arrangements for Transportation (work-home)
   - Days Used
   - Hours Used (part-time/full-time)
   - Summer Care For School Age
   - Informal — Unlicensed — Friend/Neighbor/Co-op/Relative/Spouse
   - In My Home
   - Outside My Home
   - Nursery School (½ day)
   - Day Care Center (full day)
   - Before/After School
   - Licensed Family Day Care Home
   - Is Child Care Out Of Way To Work?
   - Time To Get To Child Care Provider
   - How Long Took To Make Satisfactory/Permanent Arrangements

2. **EMPLOYEE DEMOGRAPHICS**
   - Family Size
   - Two Parent, Single Parent
   - Number Of Children
   - Ages Of Children — Birth Dates
   - Employee Gender
   - Worksite Location (specific department)
   - Residence Zipcode
   - Spouse Employed?
   - Marital Status
   - Approximate Household Income

FIGURE 4
AN EMPLOYER CHILD CARE SURVEY

respondent code

1. PLEASE RECORD YOUR HOME ZIPCODE (in the boxes) ☐☐☐☐☐

2. WHAT IS YOUR SEX? ☐ MALE ☐ FEMALE

3. WHAT WAS YOUR AGE AT YOUR LAST BIRTHDAY?
   ☐ 16-24 yrs. ☐ 45-54 yrs.
   ☐ 25-34 yrs. ☐ 55-64 yrs.
   ☐ 35-44 yrs. ☐ 65+

4. WHAT IS YOUR MARITAL STATUS?
   ☐ SINGLE, DIVORCED or SEPARATED
   ☐ MARRIED

5. DO YOU CURRENTLY HAVE ANY CHILDREN LIVING AT HOME?
   ☐ YES
   ☐ NO (if NO, go to #8)

6. WHAT IS (are) YOUR CHILD'S (children's) BIRTHDATE(s)?

☐☐ mo.	☐☐ day	☐☐ yr.	☐☐ mo.	☐☐ day	☐☐ yr.	☐☐ mo.	☐☐ day	☐☐ yr.
☐☐ mo.	☐☐ day	☐☐ yr.	☐☐ mo.	☐☐ day	☐☐ yr.	☐☐ mo.	☐☐ day	☐☐ yr.

7. USING LAST WEEK AS YOUR REFERENCE WHAT WERE YOUR TOTAL WEEKLY EXPENSES FOR CHILD CARE? (excluding cost for entertainment, baby sitting, or if none, please record $0.00)

8. DO YOU HAVE ANY COMMENTS OR SUGGESTIONS ABOUT THE TOPIC OF CHILD CARE PROGRAMS FOR WORKING PARENTS? (general remarks, personal opinions — use reverse side, if additional space is needed)

_____

_____

_____

Thank You for Taking the Time to Answer Our Questions.

FIGURE 5
SUMMARY REPORT OF A
BUSINESS AND CHILD CARE NEEDS ASSESSMENT

The decision makers had four priorities. 1) employee child care needs could be effectively met by supporting any one of a number of program options and that an effective match could be determined once information about the employee population was confirmed. 2) data gathered was accurate and reliable. 3) employee expectations not be inappropriate to management intentions and 4) employees have an opportunity to anonymously state their opinions about the topic of employer involvement with child care.

Consequently, the questions on the survey included the topics of residence, gender, age, marital status, presence or absence of children living at home, ages of those children, current child care costs and personal attitudes. Topic areas not likely to generate reliable data, likely to have a negative impact on the response rate or raise inappropriate expectations were omitted from the survey. These included: parent satisfaction, additional child care services, future child care services, factors in selecting a child care center or home and the relationship between child care and employee behavior.

In order to increase reliability by generating a solid response rate (+65%), the methods described in Dillman's book, *Mail and Telephone Surveys: The Total Design Method* were employed. Since the total employee population was less than 250, it was decided to distribute a written survey to the 200 employees. The survey was distributed along with two cover letters, one from the company president and the second from The Business and Child Care Project with careful attention to including the essential elements of explaining the reason for the survey, who will be using the information, the importance of each respondent answering all questions, confidentiality assurances, when and how respondents can learn of the results of the survey, when the survey is to be completed and where it should be sent, and last but not least a sense of appreciation for the respondents participation.

One week following the original distribution a reminder postcard was sent to all employees at their work address. Again, the contents included the essential elements: date mailed, tie to first letter, thanks to early responders, why receipient is important, invitation to get replacement survey, pressed blue ballpoint signature and title. Three weeks after the original distribution the response rate was 69% and the planners decided not to do any additional follow-up. The survey data was tabulated.

FINDINGS

The respondents seemed to represent a reliable cross section of all employees. Men and women completed the survey (male — 42%, female — 58%). It appeared that the majority of respondents were married (65%), yet a significant group were single (35%). Of respondents with children, about half reported that the children were still living at home. It is interesting to note that 40% of the respondents had children over 12 years of age, indicating that though the critical need for child care during preadolescent years had passed, individuals were still interested enough to complete the survey. In addition, most of the respondents resided in the eight communities surrounding the worksite. Finally, the open-ended opinion question generated sixty-two comments. It is noteworthy that only six seemed to be non-supportive of employer involvement in child care and that there was no apparent relationship between the negative attitude and respondent sex, age, or the presence or absence of having children at home. The following ten comments are illustrative of the variety of opinions and reflect respondent willingness to be honest and their comfort with the needs assessment process.

- "I am all for it. I plan on having children very near in the future and I would feel 100% better if I know my kids are near me and I would feel they were in good hands if it was put on by the company I work for instead of a private babysitter. I think it's a super idea. I think the program would be a better one than average, and knowing I could bring my kids to day care here makes me want to have them more. It would take away a lot of my worries about having kids."
- "It would be nice to help place the children close to home where the older one can be transported to and from school to a *good* day care center and where the youngest could also be placed and have the company help with the expense would be great!"
- "It was my decision to have the children and my responsibility to take care of them. Why should the company have to or want to take that responsibility. A better alternative would be to increase one's salary if they are concerned that people can't support their children. It looks to me like we are starting another government agency with high administrative costs and another area for corruption. Definitely *No*."

- "I think it would be an excellent employee benefit to at least supply a referral list of legitimate, good day care facilities and weekly sitters. The biggest problem is not the fee, but where to find a trustworthy service."
- ". . . has been very cooperative and understanding in those instances when I have had to be absent because of my daughter. It would be helpful if . . . kept updated records of child care facilities in the area for employee's reference. Some corporations have in-house child care facilities. This would certainly be utopia."
- "If space is available in the existing business structures, I am them pro employer supported child care. All people employed in this child care area though, should be paid through fees charged to employees whose children use the area."
- "This would have been extremely valuable a few years ago. Now that my children are grown it is no longer necessary, but I favor the program for others."
- "It's a fine idea for those with preschool children — employees who do not use the service should not subsidize those who do. Wish there was something for school age children especially during school year and summer vacations."
- "Although my child is too old for this type of day care, I know many people here at work could use it. I think it's a great idea!"
- "With the high percentage of working mothers, I think it would be an extremely beneficial fringe benefit. If it is not feasible for each individual company to offer this maybe joint efforts of 3-4 companies would make it possible."

FIGURE 6
SAMPLE CHILD CARE STUDY PROPOSAL

BACKGROUND: The Company, through its Community Affairs Department has convened a task force to study and make recommendations regarding the interaction between the family and the workplace. The first topic to be addressed by the task force is child care.

Along with representatives from The Business and Child Care Project at the Greater Minneapolis Day Care Association, the task force has as its current objective to assess the child care needs of employees and to make specific recommendations regarding work and child care-related actions the company might take to fill those needs.

PURPOSE: The purpose of this document is to propose a study to assess the nature and level of the child care needs of metropolitan employees.

METHOD: It is proposed that the Child Care Needs Assessment Study be conducted in four phases: Focus Groups, Screening, Evaluation and Detailed Survey.

Phase 1 — Focus Groups

It is recommended that three focused group discussions be conducted among hourly and salaried employees. The objectives of these groups are:

1. To identify employee issues regarding child care.
2. To develop language and vocabulary to aid in the construction of a survey questionnaire.

Employees will be recruited to participate in the group discussions via bulletin board annoucements. Approximately 10-12 employees will be selected for each group. Two groups will be conducted in the Main Office Building and one will be conducted at a remote location to be determined. Each group will last approximately one hour and will be conducted over the lunch hour. Box lunches will be provided. Director of Technical Resources — Marketing Research Department, has volunteered to moderate the discussions along with Natalie Madgy Collins of The Greater Minneapolis Day Care Association.

Phase 2 — Screening

Concurrent with the focus groups, it is recommended that a one page screening questionnaire be sent via company mail to a stratified random sample of 1500 metropolitan employees. The objective of this screening phase is two-fold:

1. To define the proportion of employees who use and need child care services of all types.

2. To identify potential respondents for a more detailed child care survey if needed.

The sample for this screening survey will be stratified. This means that if, for example, the number of employees at R&D represent 10% of the total number of employees, they will represent 10% of the sample. Individual respondents will be chosen randomly within location.

The mailing will consist of a one page cover letter from . . . explaining the purpose of the survey and requesting cooperation, a one page questionnaire and an addressed return envelope.

The survey questionnaire will cover three topic areas: employee attitudes toward the subject of child care, current and projected future use of all types of child care services and demographic characteristics of the household, including such things as the number and age of children, family income, location of home, employment of spouse, etc.

When completed, the employee will send the survey via company mail to the Survey Operations Department. There the questionnaire will be tabulated and the results will be printed out via computer.

The anonymity of each employee's response will be assured in the final report. However, we must be able to keep track of who returned the questionnaire so that reminders can be sent to non-responders. Further, the identity of employees who use child care services must be known so that they can form a pool of future respondents for a more detailed survey.

Phase 3 — Evaluation

Following the completion of Phases 1 and 2, the task force will have the following information:

1. Attitudes of a broad base of employees toward child care.
2. The extent of current and future child care needs among metropolitan employees.
3. A list of the work/child care issues raised by employees currently using child care services.
4. A pool of respondents screened for their child care usage.

With this information, the task force can decide whether or not Phase 4, Detailed Survey, is warranted. In addition, initial discussions with Management can be held regarding the nature and extent of company interest in various options relating to child care.

Phase 4 — Detailed Survey

If an analysis of the Screening Survey indicates there to be a sufficiently large number of employees with concerns for child care, then a more detailed survey of child care needs would be recommended. The objectives of this survey would be:

1. To describe more fully the current work/child care behaviors.
2. To determine employee reactions to any programs the company would consider implementing.

A sub-sample of 400 employees prescreened for their usage of child care services, will be sent a four page (approximately) questionnaire through the company mail. This survey will include detailed questions about frequency of services used, satisfactions/dissatisfactions, location and time needs, costs, etc. In addition, various actions the company could take will be described and employees reactions will be obtained.

When completed, the survey will be sent via company mail to the Survey Operations Department for tabulation. Again, the results will be printed out via computer.

SUMMARY

In order to assess the child care needs of metropolitan employees, a three or four phase study is recommended. The first two phases involve determining the actual extent of child care needs and describing in a qualitative way the nature of those needs. At that point, the task force can make recommendations to Management regarding the general type of actions which should be considered by the company. The task force can also recommend initiating a more detailed study of employee child care needs should it be warranted.

The employer experience in child care

VI

The history of child care goes back centuries, the need and demand remaining relatively consistent. But even after the need increased, the prevailing attitude that a woman's place is in the home prevented reliable, affordable and high-quality child care from growing to adapt to the need.

In Europe in the early 1800's, child care was first provided by hospitals for nurses with new-born infants. The first day care center reported in the United States was established during the Civil War. Manufacturers of gun powder provided child care spaces as an incentive to encourage women to participate in the war effort. In 1854, the Nurses and Child's Hospital in New York City, allowed employed mothers who had been hospital patients to leave their children under the care of nurses. Similar nurseries were opened in 1858 in Troy, New York, and in 1863 in Philadelphia. By 1897, 175 such child centers had been established in various cities, sponsored by postwar manufacturers, textile industries and supported by hospital employees, factories, settlement houses, civic organizations and church auxiliaries.

But the assumption that women employed during the war would return home proved erroneous. Not motivated out of family obligation or responsibility, but out of economic and survival needs, women were in the workforce to stay. As early as 1910, the Association of Day Nurseries listed 450 centers in American working class neighborhoods. By 1924, the evolution of the day care industry had gained governmental and societal recognition. Eventually, public and private centers/nurseries came to be regulated by welfare agencies.

In Minnesota, child care centers were classified under three service categories: first, second and third class, until 1945 when the first Minnesota standards for day care were drafted. A first class center provided child care services for well children only during the day, usually in a community-based neighborhood house. Today, most child care centers follow this model, which then fell under minimal welfare shelter standards.

A second class center provided child care service for the convenience of commercial patrons; they followed health and safety standards set for children cared for while their parents shopped, watched plays or kept medical appointments. This category fits industrial on-site model centers before day care standards were developed.

The third class center provided child care within a home or home-like atmosphere similar to the family day care homes of today.

The first state-certified child care service, a first class center, was sponsored by Goodwill Industries in Ramsey County (1924). A half-day nursery school, it was to provide the young children with stimulating activities and provide them with the opportunity to socialize with children of similar ages. In 1926, several community-and-civic-sponsored nursery schools were developed. The Wilder Family in St. Paul, Pillsbury Settlement House and Northeast Neighborhood House in South Minneapolis and Phyllis Wheatley in North Minneapolis opened centers to all day child services.

The Federal Emergency Relief Administration and the Work Progress Administration Act (WPA) of the 1930's enabled the design and implementation of free child care centers for the working poor. In 1934-35 the WPA reported some 1,900 nursery schools in which 75,000 children were enrolled. As the country moved toward greater prosperity, fewer families were eligible to send children to WPA schools, but with the demonstrated value of nursery schools, the public demand for them continued. When the United States entered into World War I, the programs were expanded to include children of working women/men engaged in war-related industries.

By 1940, female participation in the workforce had reached four million. At this time Congress passed the Lanham Act which provided federal subsidies for the development of child care services, followed a year later with amendments encouraging the creation of community-based child care programs in defense plants. The demands of the defense industry increased the employment of women, including mothers of small children.

Kaizer Aluminum, a shipbuilding manufacturer in Portland, Oregon, opened two child care centers for more than 2,000 children from 18 months to 6 years, 7 days a week, 24 hours a day. The U.S. Maritime Commission provided free space and equipment. Working parents also received take-home food service, parent counseling, family sick care, preventative health consultation and homemaker services.

Government needs for productive, stable

employees motivated the support services necessary to assist the employee. With the end of the war in 1945, federal funding was cut and all war-related child care services were terminated.

With modest tax incentives in the 1960's, several employers developed on-site centers (Whirlpool, General Electric and Westinghouse). Yet, of all the employer-sponsored centers developed between 1960-1974, 82 percent closed by the time Katheryn Perry, surveyed them in 1980 in conjunction with the completion of her Ph.D. dissertation. Based on responses from 18 employers who had closed their centers, Perry concluded that their terminations were caused by insufficient employee use, high subsidy costs, employee inability or unwillingness to pay service costs, service no longer needed for recruitment, administrative inefficiency, service benefited only a few employees, prohibitive government regulations, and operation hours not supportive for off-shift or weekend employees. These unsuccessful experiences support the need for careful planning and study on the issue.

But some of the on-site child care programs did survive and are models for new employer-sponsored child care programs today. One of the successful employer-sponsored programs which dates from the early 1970's is the Stride Rite Children's Center. According to Arnold Hiatt, President of Stride Rite Corporation, "Industrial day care at Stride Rite is working" (March, 1981). Another center, the Northside Child Development Center sponsored by a consortium of Minneapolis companies, is still operating but is now funded through Title XX, state and city sliding fee dollars, and parent fees. The original group of companies still maintain some involvement with the center through its board.

An outstanding model of union/business cooperation was forged in 1968 when Amalgamated Clothing and Textile Workers Union (ACTWU) began a child care program. ACTWU now sponsors seven child care centers which are partially funded through contributions by 45 corporations to a health and welfare fund. The federal government, through its various agencies, sponsors eleven day care centers for employees. The purpose of these centers is to help women enter and remain in the workforce.

Instead of sponsoring an on-site child care center, Polaroid and the Ford Foundation set up child care sliding fee programs for their employees. Polaroid, which began its program 9½ years ago, offers financial assistance to its employees who earn under $20,000. Their sliding scale subsidizes between 5% and 80% of child care expenses. The Ford Foundation's Child Care Assistance Program, pays 50% of the cost of child care for its employees with incomes up to $25,000 a year. A survey conducted by the Preschool Association for the Ford Foundation indicated that even the employees who were not eligible for the program were generally supportive of it — laying to rest the fear that employees not receiving assistance might resent the program.

Today, an increasing number of employers are involved in child care in a variety of ways (See Appendix B for a complete listing). Some examples of on-site child care programs are those sponsored by: Photo Corporation of America, Zale, Carlson Craft, Cardiac Pacemaker, Intermedics, Corning Glass, and Hoffman La Roche to name a few. Approximately 100 hospitals have set up child care programs for their employees as the need to recruit and retain health care staff has remained a problem, especially for evening and night shifts.

Other innovative child care assistance programs include employer-sponsored family day care networks such as the ones sponsored by the Massachusetts Institute of Technology in Boston and Cross Cultural Center & Family Day Care Network (formerly managed by Asian Inc.) in San Francisco. Fel Pro, in Skokie, Illinois set up and sponsors a summer camp for the children of employees. Some hospitals and companies are purchasing slots or subsidizing employees fees in existing child care programs.

Support for child care information and referral systems (in-house or in a community agency) or noontime workshops for working parents are other means of assistance.

It is now known that the key to a successful child care programs begins with the blending of several options and a firm commitment to real change. The task to meet the continued needs of the corporation and properly match those to the needs of the employee, requires the development of a workable and cooperative system involving knowledgeable people at every level. There are differences between work forces and geographical locations that should be considered. These are a variety of

life styles that may require different approaches depending upon familial/dependent care commitments, and very importantly, the corporations' business objectives and priorities. All of these elements require a learning experience which has only just begun. The magnitude of this undertaking, demands the help and expertise of other professionals and organizations to progress at an effective pace.

The business of child care should not be taken lightly. It requires the same development of a strategy that any other new business would receive. In the last 20 years, the greatest advances in child care have come not in development of resources to meet the demand, but in generation of information about the failures and successes experienced by the private sector.

An employer-sponsored child care assistance program must be carefully planned and researched. A clear mission statement, goals and objectives must be defined jointly by the employer and working parents in cooperation with the child care community. A shared investment approach involving top management and employees in a child care task force can assure all parties a stake in the program's success. Such a planning effort will result in a child care assistance program tailored to the needs of the company and its employees, a program with a payback in terms of improved quality of life at home and at the workplace. For enlightened employers, involvement in the child care needs of employees is an investment in the future of their company and the American family.

Appendices

Babysitting Isn't Childcare

When a parent goes out for the evening and needs someone to care for the 2 and 6 year old children, a neighborhood teenager is usually engaged unless relatives are available to care for the children. An occasional four-hour evening is very different than a nine-hour work-plus-travel day if both parents are working. During that 50 work-week year, the 2-year-old finishes the "terrible two's," and the 6-year-old experiences the trauma of starting school. Who will notice and share the growth of those young children with the parent(s)? Who is most likely to be consistent and available?

Babysitting can be very unpredictable. When the teenager decides to work at a fast food chain instead, or an unknown visitor comes for an afternoon, or the wading pool isn't used all summer, nor does the wagon move from the garage — the parent may feel the need to stop everything and make a new arrangement. On the other hand, child care services from a licensed provider are consistently more reliable.

A licensed program is required to follow a curriculum which enables children to develop physically, emotionally, socially, and intellectually. Activities should be flexible and adjustable to the individual needs of the child, be it to share a butterfly found or to get a hug.

When describing the characteristics of child care standards, it should be noted that they vary from state to state. In Minnesota, there are minimum standards that must be met before a provider is licensed. These define such things as indoor and outdoor space requirements and number of pieces of equipment e.g. books, blocks, monkey-bars. They also include inspection to establish the health and safety of the site, set limits on the numbers of children that can be cared for by one adult. and training requirements for the caregiver.

The fourth element of "child care" is parent-provider communication. This is crucial whether it involves a day care home or center. The provider is available to offer observations about the child's behavior, both positive or negative. The parent then may compare the behavior while at child care to the reactions at home. Similarities and noted differences are important when assisting and following the development of the child.

Appendix A
Glossary

BABY SITTING VS CHILD CARE

Child care and babysitting frequently differ in terms of reliability, curriculum, standards, and opportunities for parent-provider communication.

CHILD CARE CENTER

Provides care for more than 10 children, often in a church, community center, or school. Most are licensed for children 2½ to 6 years, although care for children 6 weeks to 30 months is gradually becoming more available. A center provides a structured curriculum geared to the physical, intellectual and social needs of the children.

FAMILY DAY CARE CONSORTIUM (Satellite Program)

Family day care homes operating under the sponsorship of a central administration that processes eligibility and makes placements in the family day care homes. Training of the providers and quality assessment can be an additional benefit as part of a satellite program.

FAMILY DAY CARE HOME

Provides care for one to five children of varying ages in the caregiver's home. The emphasis is on developmental care for children in the natural setting of a family. This is currently the main source of licensed care for infants and toddlers.

FORMAL CARE

Traditionally a synonym for licensed child care.

GROUP FAMILY DAY CARE HOME

Provides care for up to ten children of varying ages in the caregiver's home. This option keeps the natural setting of the home and still offers the benefit of socializing with a fairly large group of children.

HEAD START PROGRAMS

A comprehensive early learning program, federally funded by the Office of Economic Opportunity, for preschool children. Care is free to those financially eligible (example: $3,800 annual income for a family of 4). Programs include half-day, 4 hours, and full-day care. The centers are licensed by the State.

INFANT CARE

Care for children 0-15 months.

INFORMAL CARE

Traditionally a synonym for unlicensed care, but it may refer to some types of care that are legal.

INFORMATION & REFERRAL

A resource for parents seeking to identify and make child day care arrangements as well as for providers who wish to fill open child care slots.

IN-HOME CARE

Care of the child provided by a caregiver in the child's own home.

KINDERGARTEN

The primary source of kindergarten, most of which are 2½ to 4 hours structured learning programs for 5 to 6 year olds, is the public school system. There are also private kindergartens and Day Care Centers which provide structured or developmental components for the 4 to 6 year olds. Many parents needing full-time care must still combine a variety of public school and Family Day Care Homes and/or Day Care Centers to arrive at needed full-time care.

LATCH KEY	Programs that provide care for the school aged child before and/or after school hours. Generally, Latch Key care is located in public school facilities, in family day care and group family day care and some day care centers. The terminology originated with children during World War II who wore keys to their homes around their necks and were unsupervised while their parents worked.
LEGAL CARE	This varies from state-to-state. In Minnesota, it includes child care that is licensed care for the children from only one family in addition to the provider's family, latch key programs, programs sponsored by a Public School, care provided when the parent remains on the premises, or is accessible within 15 to 20 minutes, and in-home care.
LICENSED CARE	See Family Day Care Home and Child Care Center.
MONTESSORI	An educational philosophy based on the ideas and methods of Maria Montessori sometimes used in day care centers. Its focus is on structured, individualized approach, employing special materials.
ODD-HOURS CARE	Provides care services for persons on rotating shifts, evenings, and night shifts, for those on-call, and for persons who travel overnight in their jobs.
PARENTS ASSISTANCE FUND	A sliding fee assistance program administered by the Greater Minneapolis Day Care Association which helps parents meet the costs of child care. Participating parents pay a fee every month for the care of their child (children) and the rest of the cost of care is provided by the fund. The fee a parent pays is determined by family size and family income, not per child. Parents on this program can choose any type of licensed or legal care.
PRESCHOOL CARE	Care for children 31 months through 5 years. Both Family Day Care and Day Care Centers are a primary resource for Preschool Care. It is by far the easiest age for which to find care; but there are few, if any, unused spaces as the demand increases. Half Day Care programs have become popular in combination Family Day Care Homes; combining the full-time home environment with a short structured learning experience each day for 2½ year olds. Traditional Nursery Schools are stiill available for 3 and 4 year olds but do not provide full-time care needed by working parents. Nursery Schools are also used in combination with Family Day Care Homes and Day Care Centers.
PROVIDER	An individual (or organization) who provides day care services.
SATELLITE PROGRAM	See Family Day Care Consortium.
SICK CHILD CARE	Sick child care refers to care for a child who becomes sick and who is cared for in a center or a family day care home when he/she is well. By law, both a center and a family day care home must have a separate place to care for a child when he/she is ill. A center must have a staff person as well as an isolation place for sick children.
SLIDING FEE PROGRAM	Child care assistance may be based on either family or individual income, size and ability to pay.

SLOT	One space for one child in a child care facility.
SUBSIDY	A third party, e.g. government or employer, pays all or a portion of the costs of child care.
TITLE XX	Title XX of the Social Security Act provides federal funds for 23 different types of social services, child care among them. The funds are used to provide child care free to families in work or training with incomes below 60% of Minnesota State Median Income. There is a ceiling on these funds at the Federal level; Minnesota has been spending up to that ceiling for the past six years. Present Title XX funds are not adequate for the large numbers of low income families still requiring care in order to participate in training programs or find full time work. In 1982, Title XX funding will be cutback by 25% at the Federal level.
TODDLER CARE	Care for children 16-31 months.
UNLICENSED CHILD CARE	Unregulated family day care by friends, neighbors, relatives and other community members. This may include some forms of legal care.

Appendix B

Listing of Employer Child Care Activities By Program Option

NOTE TO READER: If the information is incomplete or inaccurate and you know of omissions, *please* complete the form on the bottom of this page.

1. Personal Policies-
   Flex Benefit Plans/Other
2. Parent Education-
   Seminars/Written Materials
3. Information and Referral (I&R)
   Company Contribution of Funds to External I&R System or One Housed Within Company
4. Sick Child Care Services-
   Company Contribution of Funds to External System
5. Child Care Allowance
6. Purchasing Child Care Slots
7. Summer Day Camp
8. Family Day Care Home Consortium
9. Center-
   Sponsored by Individual Industry
10. Center-
    Sponsored by Acute Care Health Facilities
11. Center-
    Sponsored by Long Term Care Health Facilities
12. Center-
    Sponsored by a Consortium of Employers
13. Center-
    Sponsored by Unions
14. Center-
    Sponsored by Government Agencies
15. Center-
    Sponsored by Educational Institutions

Please send this form to: Business and Child Care Project,
Greater Minneapolis Day Care Association,
1006 W. Lake Street, Minneapolis, MN 55408

Check one box: ☐ Correction of listing ☐ Additional Listing

Type of Child Care Option: _____

Description of Program: _____

Employer Name: _____

Location:
(City and State) _____

_____

Appendix B.1

OPTION: PERSONNEL POLICIES — flex benefit plan

Note: Flex benefit plans do not include specific child care benefits.

California
MEASUREX CORPORATION
Coupertino, CA
(maternity leave reimbursement)

Connecticut
AMERICAN CAN CO.
Greenwich, CT
(flex-benefit)

New Jersey
EDUCATIONAL TESTING SERVICE
Princeton, NJ
(flex-benefit)

Ohio
THOMPSON, RAMO AND WOOLRIDGE, INC. (TRW)
Cleveland, OH
(flex-benefit)

Appendix B.2

OPTION: PARENT EDUCATION — seminars and/or written materials

Minnesota
FIRST NATIONAL BANK OF MPLS.
Minneapolis, MN

GENERAL MILLS
Minneapolis, MN

HONEYWELL CORPORATION
Minneapolis, MN

MOUNT SINAI HOSPITAL
Minneapolis, MN

NORTHERN STATES POWER
Minneapolis, MN

NORTHWESTERN NATIONAL LIFE INSURANCE COMPANY
Minneapolis, MN

PRUDENTIAL INSURANCE
Minneapolis, MN

North Carolina
LEVI STRAUSS CORPORATION
Greensboro, NC

Texas
SOUTHWESTERN BELL
Houston, TX

Multi-Site
BREMER FOUNDATION
for Bremer Banks in
MN, WI, and ND

Appendix B.3

OPTION: INFORMATION AND REFERRAL — company contribution of funds to external system and/or housed within company

Colorado

MOUNTAIN BELL
Denver, CO

Massachusetts

POLOROID CORPORATION
Cambridge, MA

Michigan

STEELCASE INC.
Grand Rapids, MI

Minnesota

CAROLYN FOUNDATION
Minneapolis, MN

FIRST BANK
St. Paul, MN

GENERAL MILLS
Minneapolis, MN

HONEYWELL CORPORATION
Minneapolis, MN

NORTHERN STATES POWER
Minneapolis, MN

NORTHWESTERN BANK EMPLOYEES COUNCIL
Minneapolis, MN

NORTHWESTERN BELL TELEPHONE
Minneapolis, MN

NORTHWESTERN NATIONAL LIFE INSURANCE
Minneapolis, MN

MARQUETTE NATIONAL BANK
Minneapolis, MN

MINNESOTA MINING AND MANUFACTURING CO.
St. Paul, MN

PILLSBURY COMPANY
Minneapolis, MN

TENNANT COMPANY FOUNDATION
Minneapolis, MN

ST. PAUL COMPANIES
St. Paul, MN

Ohio

AMERI-TRUST
Cleveland, OH

Appendix B.4

OPTION: SICK CHILD CARE SERVICE — company contributes funds to external system

Minnesota

FMC CORPORATION
Minneapolis, MN

FIRST NATIONAL BANK
Minneapolis, MN

LAND 'O LAKES
Minneapolis, MN

LUTHERAN BROTHERHOOD
Minneapolis, MN

McQUAY GROUP
Minneapolis, MN

NORTHERN STATES POWER
Minneapolis, MN

NORTHWESTERN BELL TELEPHONE CO.
Minneapolis, MN

NORTHWESTERN NATIONAL BANK OF MINNEAPOLIS
Minneapolis, MN

NORTHWESTERN NATIONAL LIFE INSURANCE CO.
Minneapolis, MN

PADILLA AND SPEAR
Minneapolis, MN

PIPER, JAFFRAY AND HOPWOOD
Minneapolis, MN

TENNANT FOUNDATION
Minneapolis, MN

WILLIAMS STEEL AND HARDWARE
Minneapolis, MN

Appendix B.5

OPTION: CHILD CARE ALLOWANCE

Massachusetts

POLAROID CORPORATION
Cambridge, MA

Minnesota

UNITED HOSPITALS
St. Paul, MN

New York

THE FORD FOUNDATION
New York, NY

Appendix B.6

OPTION: PURCHASING CHILD CARE SLOTS

Connecticut

CONNECTICUT GENERAL LIFE INSURANCE CO.
Living and Learning Center
Bloomfield, CT

Maine

UNION MUTUAL LIFE INSURANCE CO.
Living and Learning Center
Portland, ME

Minnesota

ABBOTT NORTHWESTERN HOSPITAL
New Horizons Day Care Center
Minneapolis, MN

Rhode Island

ALLENDALE INSURANCE CO.
Living and Learning Center
Johnston, RI

Appendix B.7

OPTION: SUMMER DAY CAMP

Illinois

FELPRO INDUSTRIES
Skokie, IL

FLICK-REEDY CORPORATION
Chicago, IL

Appendix B.8

OPTION: FAMILY DAY CARE HOME CONSORTIUM

California

CIVIC MEDICAL CENTER
San Francisco, CA

FRENCH HOSPITAL
San Francisco, CA

MOUNT ZION HOSPITAL
San Francisco, CA

Massachusetts

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
Boston, MA

Appendix B.9

OPTION: CENTER — sponsored by individual industries

Alabama

EMPEROR CLOCK COMPANY
Day Care Center
Fairhope, AL

California

XEROX CORPORATION
Shugast Association
Sunnyvale, CA

Massachusetts

STRIDE-RITE
Children's Center
Boston, MA

WANG LAB, INC.
Lowell, MA

Minnesota

CARDIAC PACEMAKER INC.
Busy Bee Learning Center

CARLSON CRAFTS
Golden Heart Day Care Center
Mankato, MN

New Jersey

HOFFMAN LA ROCHE
Child Care Center
Clifton, NJ

New York

CORNING GLASS COMPANY
Corning, NY

WELCH FOODS
Chautaugua Opportunities
Westfield, NY

North Carolina

PHOTO CORPORATION OF AMERICA
PCA Child Development Center
Matthews, NC

PERFORMANCE HOSIERY MILLS
Playworld Child Development Center
Hildebrand, NC

Pennsylvania

RED ROPE INDUSTRIES
Bristol, PA

Texas

FORNEY ENGINEERING COMPANY
Mary G. Hutcheson Child Development Center
Addison, TX

INTERMEDICS
A.P. Beutel, II, Day Care Center
Freeport, TX

ZALE CORPORATION
Child Care Center
Dallas, TX

Wisconsin

PLAYBOY RESORT
Children's Playroom
Lake Geneva, WI

Appendix B.10

OPTION: CENTER — sponsored by acute care health facilities

Alabama

HUNTSVILLE HOSPITAL
Child Care Center
Huntsville, AL

Arizona

GOOD SAMARITAN HOSPITAL
Day Care Center
Phoenix, AZ

Arkansas

BAPTIST MEDICAL CENTER
Child Care Center
Little Rock, AR

CENTRAL BAPTIST HOSPITAL
Child Care Center
Little Rock, AR

ST. VINCENT'S HOSPITAL
Child Care Center
Little Rock, AR

California

SANTA TERESITA HOSPITAL
Child Care Center
Duarte, CA

Colorado

M.O. THATCHER HOSPITAL
Child Care
Pueblo, CO

Florida

ALACHUA GENERAL HOSPITAL
Day Nursery
Gainesville, FL

BAPTIST HOSPITAL
Day Care Center
Miami, FL

FLORIDA SANITARIUM & HOSPITAL
Day Care
Orlando, FL

HIALEAH HOSPITAL
Day Care
Hialeah, FL

LAKELAND GENERAL HOSPITAL
Child Care Center
Lakeland, FL

Georgia

CRAWFORD W. LONG HOSPITAL
Day Care Center
Atlanta, GA

DEKALB GENERAL HOSPITAL
Child Care Center
Decatur, GA

GEORGIA BAPTIST MEDICAL CENTER
Day Care
Atlanta, GA

HALL COUNTY HOSPITAL
Child Care Center
Gainesville, GA

KENNESTONE HOSPITAL
Child Care Center
Marietta, GA

UNIVERSITY HOSPITAL
Child Care Center
August, GA

Illinois

BLESSING HOSPITAL
Child Care Center
Quincy, IL

EDGEWATER HOSPITAL
Playroom
Chicago, IL

RUSH-PRESBYTERIAN-ST. LUKE' MEDICAL CENTER
Laurance Armour Day School
Chicago, IL

MENNONITE HOSPITAL
Child Care Center
Bloomington, IL

Indiana

LUTHERAN HOSPITAL
Fort Wayne, IN

ST. FRANCIS HOSPITAL CENTER
Day Care Center
Beech Grove, IN

Iowa

IOWA METHODIST MEDICAL CENTER
Day Care Center
Des Moines, IA

IOWA LUTHERAN HOSPITAL
Des Moines, IA

MERCY HOSPITAL
Des Moines, IA

MERCY HOSPITAL
Day Care Center
Cedar Rapids, IA

Kentucky

EASTERN STATE HOSPITAL
Kiddie Kare Center
Lexington, KY

ST. ANTHONY HOSPITAL
Marian Hall Day Care Center
and Kindergarten
Louisville, KY

ST. ELIZABETH MEDICAL CENTER
Toddler Inn
Covington, KY

Louisiana

BATON ROUGE GENERAL HOSPITAL
Day Care Center
Baton Rouge, LA

DOCTOR'S HOSPITAL
Day Care Center
Shreveport, LA

Maryland

PRINCE GEORGE'S GENERAL HOSPITAL
Day Care Center
Cheverly, MD

Massachusetts

BRIGHAM AND WOMEN'S HOSPITAL
Parkway Day Care Center
Brookline, MA

MIDDLESEX COUNTY HOSPITAL
Day Care Center
Waltham, MA

NEW ENGLAND MEMORIAL HOSPITAL
Day Care Center
Stoneham, MA

Minnesota

FAIRVIEW HOSPITAL
ST. MARY'S HOSPITAL,
AUGSBURG COLLEGE
Creative Hours in Learning Development
Minneapolis, MN

MERCY MEDICAL CENTER
Arms Day Care Center
Coon Rapids, MN

MOUNT SINAI HOSPITAL
Infant-toddler/Preschool
Minneapolis, MN

ST. ANSGAR HOSPITAL
Moorehead, MN

Missouri

BETHESDA GENERAL HOSPITAL
Day Care Center
St. Louis, MO

INDEPENDENCE SANITARIUM & HOSPITAL
Day Care Center
Independence, MO

Nebraska

BRYAN MEMORIAL HOSPITAL
Bryan Employees' Day Care Center
Lincoln, NE

New Jersey

NEWTON MEMORIAL HOSPITAL
Day Care Center
Newton, NJ

New York

GENESEE HOSPITAL
Child Care Center
Rochester, NY

North Carolina

FORSYTH MEMORIAL HOSPITAL
Day Care Center
Winston-Salem, NC

PRESBYTERIAN HOSPITAL
Day Care Center
Charlotte, NC

REX HOSPITAL
Day Care Center
Raleigh, NC

North Dakota

NORTH DAKOTA STATE HOSPITAL
Hilltop Kiddie Care Center
Jamestown, ND

Ohio

HIGHLAND VIEW HOSPITAL
Day Care Center
Cleveland, OH

MERCY MEDICAL CENTER
Day Nursery
Springfield, OH

MIAMI VALLEY HOSPITAL
Children's World, Inc.
Dayton, OH

ST. CHARLES HOSPITAL
Child Development Center
Oregon, OH

Oklahoma

BAPTIST HOSPITAL
Children's World
Oklahoma City, OK

HILLCREST MEDICAL CENTER
Day Care Center
Tulsa, OK

ST. FRANCIS HOSPITAL
Ave Maria House
Tulsa, OK

ST. JOHN'S HOSPITAL
Child Day Care
Tulsa, OK

South Carolina

SPARTANBURG GENERAL HOSPITAL
Day Care Center
Spartanburg, SC

Tennessee

BAPTIST HOSPITAL
Day Care Center
Memphis, TN

FORT SANDERS PRESBYTERIAN HOSPITAL
Knoxville, TN

PARKVIEW HOSPITAL
Day Care Center
Nashville, TN

ST. MARY'S MEDICAL CENTER
Day Care Center
Knoxville, TN

Texas

ALL SAINTS EPISCOPAL HOSPITAL
Child Care Facility
Fort Worth, TX

HIGH PLAINS, BAPTIST HOSPITAL
Children's World
Amarillo, TX

MEDICAL CENTER
Day Nursery
Houston, TX

MEMORIAL HOSPITAL SYSTEM — NW
Day Care Center
Houston, TX

MEMORIAL HOSPITAL SYSTEM — SE
Day Care Center
Houston, TX

PRESBYTERIAN MEDICAL CENTER
Children's Day Care Center
Dallas, TX

ROSEWOOD GENERAL HOSPITAL
Day Care Center
Houston, TX

SANTA ROSE HOSPITAL
Child Care Center
San Antonio, TX

SOUTHEAST BAPTIST HOSPITAL
Day Care Center
San Antonio, TX

TEXAS MEDICAL CENTER
Child Care
Houston, TX

Virginia

NORFOLK COMMUNITY HOSPITAL
Child Care Center
Norfolk, VA

RICHMOND MEMORIAL HOSPITAL
Child Care Center
Richmond, VA

Washington

TACOMA GENERAL HOSPITAL
Day Care Center
Tacoma, WA

VIRGINIA MASON HOSPITAL
Children's Center
Seattle, WA

Wisconsin

FAMILY HOSPITAL
Day Care Center
Milwaukee, WI

LUTHER HOSPITAL
Child Care Center
Eau Claire, WI

Appendix B.11
OPTION: CENTER — sponsored by long term health care facilities

Minnesota

ARROWHEAD NURSING HOME
Arrowhead Day Care Center
Eveleth, MN

ODD FELLOWS NURSING HOME
Odd Fellows Young World
Buffalo, MN

WRIGHT COUNTY NURSING HOME
Generations Day Care
Buffalo, MN

Appendix B.12
OPTION: CENTER — sponsored by a consortium of employers

District of Columbia

WJLA-TV, WDVM-TV, WTTG-TV, WRC/NBD, WMAL-TV
Broadcasters Child Development Center
Washington, DC

Missouri

Downtown Day Care Center
St. Louis, MO

Texas

Urban Affairs Corporation Center
Houston, TX

Appendix B.13
OPTION: CENTER — sponsored by unions

Illinois

AMALGAMATED CHILD DAY CARE HEALTH CENTER
Chicago, IL

Maryland

HYMAN BLUMBERG CHILD DAY CARE CENTER
Baltimore, MD

Pennsylvania

AMALGAMATED CLOTHING AND TEXTILE WORKERS UNION
Chambersburg Day Care Center
Chambersburg, PA

AMALGAMATED CLOTHING AND TEXTILE WORKERS UNION
Hanover Day Care Center
Hanover, PA

Virginia

AMALGAMATED CLOTHING AND TEXTILE WORKERS UNION
Winchester Day Care Center
Winchester, VA

AMALGAMATED CLOTHING AND TEXTILE WORKERS UNION
Child Health Care Center
Verona, VA

Appendix B.14
OPTION: CENTER — sponsored by government agencies

California

STATE DEPARTMENT OF MOTOR VEHICLES
Child Care Center
Sacramento, CA

District of Columbia

DEPARTMENT OF EDUCATION
Federal Employees Cooperative Learning Center
Washington, D.C.

DEPARTMENT OF HEALTH AND HUMAN SERVICES
Penthouse Nursery, Inc.
Washington, D.C.

DEPARTMENT OF LABOR
Day Care Center
Washington, D.C.

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION
International Child Development Center
Washington, D.C.

HUD
Child Care Center
Washington, D.C.

Illinois

VETERANS' ADMINISTRATION HOSPITAL
Paul K. Kennedy Child Care Center
North Chicago, IL

Maryland

AYRLAWN ELEMENTARY SCHOOL
Ayrlawn School-Age & Kindergarten Program
Bethesda, MD

GODDARD SPACE FLIGHT CENTER/NASA
Goddard Child Development Center
Greenbelt, MD

NATIONAL INSTITUTE OF HEALTH
Preschool Development Program
Bethesda, MD

USDA PLANT INDUSTRY STATION
BARC Child Care Center
Beltsville, MD

Massachusetts

GOVERNMENT CENTER
Child Care Center
Boston, MA

Michigan

VETERANS' ADMINISTRATION MEDICAL CENTER
Corner Cottage Child Care Center
Ann Arbor, MI

New York

NEW YORK STATE EMPLOYEES
Children's Place at the Plaza
Albany, NY

Tennessee

Children's Center of Knoxville, Inc.
Knoxville, TN

Appendix B.15
OPTION: CENTER — sponsored by educational institutions

Minnesota

BENEDICTINE
Child Care Center
Duluth, MN

CONCORDIA COLLEGE
Child Care Center
St. Paul, MN

MINNEAPOLIS COMMUNITY COLLEGE
Child Care Center
Minneapolis, MN

ROCHESTER COMMUNITY COLLEGE
Rochester, MN

UNIVERSITY OF MINNESOTA
Child Care Center
Minneapolis, MN

WILLIAM MITCHELL COLLEGE OF LAW
Child Care Center
St. Paul, MN

Texas

UNIVERSITY OF HOUSTON
Child Care Center
Houston, TX

58

Appendix C
Directory of Child Care Services and Resources

MINNESOTA

Name of Service/Resource	Description
Child Care Resource Center 3604 Fourth Ave. South Minneapolis, MN (612) 823-5261 Participating Member: Child Care Information Network	This center provides a library, a play space, and files of resources for parents and child care providers. It provides help to parents who are looking for child care and serves as a strong advocate for neighborhood-based child care. In addition, the center provides a computerized information and referral service.
Child Care Services, Inc. Health Care Program 400 E. Lake St. Minneapolis, MN 55408 (612) 827-8169	When a child has a communicable illness or is injured and must be kept at home, parents need not miss several days of work if they avail themselves of this sick child care service. Trained providers are dispatched to the home of sick children on a first-come, first-served basis.
Greater Minneapolis Day Care Association (GMDCA) 1006 W. Lake St. Minneapolis, MN 55408 (612) 823-7243 Participating Member: Child Care Information Network	Dedicated to community coordinated child care, GMDCA links community resources to fulfill child care needs in areas such as health and nutrition, provides training for child care staff and administers a child care assistance program for parents. It supports and addresses both the present and future needs of children in Hennepin County and the State of Minnesota. In addition, GMDCA provides a computerized information and referral system for parents and works extensively with corporations and health care institutions through its Business and Child Care Project.
Hennepin County Area Child Care Committees/ Associations	Representing their own geographic area, Area Child Care Committees are made up of parents, child care workers and others in child care. Area committees elect representatives to the Board of the Greater Minneapolis Day Care Association and to some committees, such as its Proposal Review and Allocations Committee. They discuss and take action on child care issues at a neighborhood level and may provide services such as emergency funding for child care costs during a crisis. For names and numbers of their chairpersons and staff, call the Greater Minneapolis Day Care Association 612/823-7243.
Hennepin County Family Day Care Association 610 W. 28th Street Minneapolis, MN 55408 (612) 872-7273	An association of licensed Family Day Care and Group Family Day Care Providers in Hennepin County. Services have been developed to support the quality of care providers are able to give the children and to support providers in their business of care giving. The Association's Board is comprised of providers, parents and interested persons.

Name of Service/Resource	Description
Hennepin County Welfare Department, Day Care Unit Minneapolis, MN (612) 348-6688	The Unit is the authority responsible for licensure of Hennepin County's 1500 plus Family Day Care providers.
Minnesota Association for Education of Young Children 1821 University Avenue Room 373 South St. Paul, MN 55104	A state affiliation of the National Association (NAEYC). They They also publish a newsletter.
Minnesota Children's Lobby 760 St. Paul Bldg. St. Paul, MN 55102 (612) 222-0541	A tax-exempt organization, comprised of individuals and charitable organizations, formed for the purpose of advocating for children and their families through legislative efforts. They also publish a newsletter.
Minnesota Department of Public Welfare Child Care Center Licensing Division Minneapolis, MN (612) 296-6535	The State office responsible for the licensing and inspection of all Day Care Centers.
Private Child Care Association 5545 Woodland Road Minnetonka, MN (612) 537-6185	An association of providers whose child care programs are for profit single proprietorships, partnerships, corporations. The membership meets to discuss and share expertise in managerial issues. Programs include: Group purchasing equipment and supplies, Managerial workshops and general meetings dealing with administrative concerns.
Quality Child Care, Inc. P.O. Box 176 Mound, MN 55364	They publish a newsletter for child care providers and are one of the administrators of the Department of Agriculture Food Program.
Toys n' Things Training & Resource Center, Inc. 906 N. Dale Street St. Paul, MN 55103 (612) 488-7284	A non-profit organization which provides training and technical assistance, equipment at cost to family day care providers, and consultation for businesses about child care.

NATIONAL

Name of Service/Resource	Description
Banannas Oakland, CA	Information and referral.
Child Care Information Exchange 70 Oakley Road Belmont, MA 02178	Publishers of newsletters and other resource materials.
Child Care Information and Referral Centers 571 Vallejo San Francisco, CA 94133	Resource for Child Care Advocacy.

Name of Service/Resource	Description
Child Care Resource Center Cambridge, MA	Information and Referral.
Child Care Switchboard San Francisco, CA	Information and Referral.
Children's Defense Fund 1520 New Hampshire Ave. N.W. Washington, D.C. 20036 (800) 424-9602	A national organization that has as a broad range of information and activities on children's issues specific to child care. They are an excellent legislative referral.
Community Coordinated Child Care for Central Florida, Inc. 816 Broadway Orlando, FL 32803 (305) 425-6711	The 4C's of Orlando, Florida is a private, non-profit organization which forms communication links between public and private agencies and families with small children. Among their services is coordinating voucher payments for child care. They will provide information to anyone interested.
Cross Cultural Center and Family Day Care Network San Francisco, CA (415) 921-7019	Manages Family Day Care Consortium.
Day Care & Child Development Reports United Publishing Company 1406 Fenwick Lane Silver Spring, MD 20910	Publish periodicals pertinent to day care and child development.
Day Care Council of America, Inc. 711 14th Street, N.W. Suite 507 Washington, D.C. 20005 (202) 638-2316	The only national membership organization for day care. The council provides information on legislation and day care policy issues as well as technical assistance and consultation. A newsletter, "Voice" and a magazine, "Day Care and Early Education," are Council publications. A short publication on program start-up is currently in process which will include information on school-age child care. A large conference is generally held yearly. Contact the Council for membership information.
Duke University Personnel Department Durham, NC	Information and Referral.
Durham Day Care Council Hotline Durham, NC	Information and Referral.
Fairfax County Office for Children Fairfax, VA	Information and Referral.
Iris Films Box 3553 Berkeley, CA 94205	Produced the film "Good Day Care." A 30 minute film focusing on the positive benefits of center based care.

Name of Service/Resource	Description
Kentucky Youth Research Center, Inc. Frankfort, KY	Produced "Who's Taking Care of Our Kids." 30 minute documentary which examines child care options in the United States.
National Association for the Education of Young Children 1834 Connecticut Avenue N.W. Washington, D.C. 20009	A national professional association for educators of young children. They also publish the Journal of National Association of Young Children (NAEYE).
Northern California Child Care Resource and Referral Network 320 Judah Street Suite 2 San Francisco, CA 94122	Information on how to establish an information and referral center.
Parents and Workers United for Child Care 366 Clementira San Francisco, CA (415) 391-0388	Producers of "Who Care for the Children?" A 20 minute slide presentation which explains the source of child care problems and some possibilities for changing the situation.
PAWS Pre-School Association of the West Side, Inc. Bank Street College of Education 610 West 112th Street New York, NY 10025	They publish a newsletter and provide information and referral.
Resources for Family Development 1520 Catalina Ct. Livermore, CA 94550 (415) 455-5111	RFD is an umbrella agency whose primary functions are coordination of community resources for families and provision of access to children's services for families of all incomes. They coordinate a vendor payment system and will provide information upon request.
School Age Notes 2802 Oakland Avenue Nashville, TN 37212	Publish a periodical focusing on school age children.
United Day Care Services Greensboro, NC	Information and Referral.

Appendix D

Federal and Minnesota Legislation Relating to Child Care

FEDERAL

AID TO FAMILIES WITH DEPENDENT CHILDREN (AFDC)	Under Title IVA of the Social Security Act, provides assistance to eligible families to help preserve, rehabilitate, reunite, and strengthen the family.
COMMUNITY DEVELOPMENT BLOCK GRANTS (CDBG)	Provided under the Housing and Community Development Act of 1974 administered by HUD. This act provides financial assistance to counties and cities to develop viable urban communities including decent housing, suitable living environments, and economic opportunity. Some CDBG money has been used for day care in Minneapolis.
DEPENDENT CARE ASSISTANCE PROGRAM	Included in the 1981 Economic Equity Tax Act, makes child care services provided by an employer a fringe benefit for the employee rather than added taxable income. Bill includes tax incentives for employers to have prepaid child care in their employee benefit packages.
EARLY PERIODIC SCREENING, DIAGNOSIS AND TREATMENT (EPSDT)	Provides Federal money to screen preschoolers for health and developmental problems.
THE EDUCATION OF ALL HANDICAPPED CHILDREN ACT	Legislation which mandates that the public schools find and serve handicapped children ages 0-21. (Because Minnesota Law supersedes Federal law, Minnesota public schools only serve children aged 4-21).
HEADSTART	Federal funding provided to establish and maintain a preschool readiness program for deprived or disadvantaged children. Started as an "anti-poverty" program in the mid-60's.
TAX REDUCTION AND SIMPLIFICATION ACT OF 1977	Made special provisions for family day care providers allowing them greater ability to take deductions on their residence as a business expense.
TAX REFORM ACT OF 1976	A measure which eliminated the Federal income tax deduction for child and dependent care expenses and replaces it with a tax credit which is subtracted from the amount of taxes owed.
TITLE XX	Funds consolidated in a Federal Social Services Block Grant to the States for the provision of coordinated social services to low income individuals and families — directed at goals of self-support, neglect of children and reducing inappropriate institutional care.
UNITED STATES DEPARTMENT OF AGRICULTURE CHILD CARE FOOD PROGRAM	Provides Federal reimbursement on a free and/or reduced price basis to child care programs for the cost of breakfast, lunches, and snacks supplied to children of low income families.

MINNESOTA

CHILD ABUSE REPORTING	Requires all persons working with or caring for children to report suspected child abuse.
CHILD CARE SLIDING FEE PROGRAM	A child care sliding fee program funded by the State of Minnesota for families whose incomes are between 60-90% state median income. Each individual county must apply for this funding and can set the eligibility limits from between 70-90%. Some counties administer the sliding fee program while others delegate the responsibility to other agencies.
COMMUNITY SOCIAL SERVICES ACT	Legislation passed in 1979 which allocates all State social service funding to the counties on a block grant basis rather than through categorical programs such as the Child Care Facilities Act which previously was a source of funding for child care programs. Some counties have funded child care services through this act.
EARLY CHILDHOOD AND FAMILY EDUCATION ACT	Establishes and funds community-based parent education programs through the public schools.
PRESCHOOL SCREENING ACT	Appropriates funding to the public schools to conduct health and developmental screening clinics for four year olds.

Appendix E
Fact Sheets

Order Number	Title
1	Feasibility Analysis Outline
2	Stakeholders Task Force Development
3	Needs Assessment
4	Outline for How to Choose Child Care Workshop
5	Tax Incentive Fact Sheet

GREATER MINNEAPOLIS DAY CARE ASSOCIATION

111 East Franklin Avenue
Minneapolis, Minnesota 55404
612/871-3103

CHILD CARE FEASIBILITY ANALYSIS
SUGGESTED OUTLINE

OVERVIEW

- Discuss how child care impacts business enterprise
- Include XYZ companies interest/explore issue as it related specifically to company XYZ.

THE CHILD CARE PROBLEM

Discuss national and local studies

- Eighty percent of parent rely heavily on unlicensed and informal care arrangements.
- Fifty-point one percent of all women are employed.
- Fifty-six percent of parents using day care facilities are single parents.
- 70,210 children under age six (6) have parents working in Hennepin County.
- 9,816 child care slots are available in licensed day care.

BENEFITS

- Discuss how child care services enhance recruitment and rentention of employees, decreased absenteeism, increased productivity.

TAX INCENTIVE

- Deductible as a business expense if provided as a benefit to employee (Section #162 of IRS code).
- Amortization Act of 1971 - deductible expense for construction, rehabilitation of facility to be utilized by providing child care services at the worksite.
- Labor Management Act of 1969 - employee contribution for the establishment of a non-profit child care program is deductible expense (501 c3).

FEASIBILITY OUTLINE (page 2)

EMPLOYEE INVOLVEMENT

Discuss current employer's involvement within the state and the nation.

- Control Data
- Honeywell
- Cardiac Pacemaker
- Carlson Crafts
- Intermedics (Freeport, TEXAS)

EMPLOYER-SUPPORTED MODELS

- On-site Child Care Center
- Voucher System
- Family Day Care

COST ANALYSIS

- Review existing corporate resources that can be utilized to reduce costs.
- Discuss on-site facility costs, include initial operational and long term staffing costs.
- Review insurance costs.
- If on-site, ..Compensation and ...General Liability Insurance costs should be examined.

LEGAL REQUIREMENTS

- Rule #3 enclosed

EQUITY

- Discuss how child care service providence should be viewed as a benefit primarily available to employees as chemical dependence counseling, etc.

RECOMMENDATION

- Discuss in summary model options which best suits corporate decision.
- Important to emphasize taking leadership in providing this service to maintain present personnel population and enhance selective hiring.

GREATER MINNEAPOLIS DAY CARE ASSOCIATION

111 East Franklin Avenue
Minneapolis, Minnesota 55404
612/871-3103

FACT SHEET

STAKEHOLDERS TASK FORCE DEVELOPMENT

GOAL: To initiate joint employee and management involvement in the study of issues impacting the family and the workplace through development of an employee task force. To expand and broaden perspectives, stimulate share creative thoughts.

METHOD:

STEP 1

- Identify employee leaders representing each corporate department ie: clerical, technical, manufacturing, management.
- Determine objectives, select topic for research decided by priority of consensus and establish time table.
- Assign research activities to task force members to enable and encourage employee investment in successful attainment of objectives.

STEP 2

- Design screening questionnaire to determine employee needs and attitudes regarding selected topic. Utilize task force leaders to disseminate information to larger employee population.

STEP 3

- Evaluate employee responses.
- Aggregate data, present and interpret responses to task force.
- Review and discuss written or verbal comments.

STEP 4

To employ additional methods to 'fine tune' employee needs in accord with management decision makers.

- Conduct comprehensive survey.
- Utilize a focus group to assess needs.

Focus Group - Fact Sheet available on request.

68

©GMDCA - Business and Child Care Project S81

GREATER MINNEAPOLIS DAY CARE ASSOCIATION

111 East Franklin Avenue
Minneapolis, Minnesota 55404
612/871-3103

FACT SHEET

N E E D S A S S E S S M E N T

I. Development of clear objective is mandatory for success.

Determine: "What kind of data are needed to make corporate decision?"

II. Advertise survey

Determine way to achieve successful response rate (75%).
Plan for follow-up.

III. Avoid raising of employee expectations.

IV. Methodology is crucial to assure accurate results.

Define method, itemize cost and time frame.

V. Evaluate respondent population.

Consider utilization of language that is meaningful to respondent categories.

Consider diverse needs of respondent categories, ie: night shift, income level, extended family

GREATER MINNEAPOLIS DAY CARE ASSOCIATION

111 East Franklin Avenue
Minneapolis, Minnesota 55404
612/871-3103

OUTLINE FOR HOW TO CHOOSE A CHILD CARE WORKSHOP

1. What does a good program look like?
2. What are the varieties of child care - types and philosophies.
3. What is quality programming?
4. The first step in choosing child care.
   a. Identifying family values.
   b. Identifying children's needs.
5. Matching needs and values with child care programs.
6. Determining the philosophy of the child care program.
   a. Methods of discipline.
   b. Types of activities planned - daily schedule.
   c. Amount of television watched.
   d. Types and quality of food served - attitude about sweets.
7. Observing the child care program.
   a. What to look for.
   b. Danger signals.
8. Establishing a good relationship with the provider.
9. Ways for parents to monitor quality.

70

GREATER MINNEAPOLIS DAY CARE ASSOCIATION

111 East Franklin Avenue
Minneapolis, Minnesota 55404
612/871-3103

TAX FACT SHEET

I. Dependent Care Assistance Programs

Under the Economic Recovery Tax Act of 1981, any amount paid by the employer for dependent care assistance is not included in the gross income of the employee, and thus is not subject to social security tax or federal income tax withholding. The dependent care assistance program of the employer must be for the exclusive benefit of the employees.

The program may assist employees by establishing on-site child care center, paying providers who offer dependent care, or directly reimbursing employees for their child care costs.

Employers may also use a dependent care assistance program as a part of their fringe benefit program or as an additional option in a flexible benefit plan. This tax provision is effective January 1, 1982.

II. Sliding Scale Child Care Credit

The Economic Recovery Tax Act of 1981 has raised the tax credit for the care of children incurred in connection with the taxpayer's employment, to 30% of child care expenses and up to a maximum of $2,400 in expenses for one dependent and $4,800 for two or more dependents. The credit is reduced 1% for each $2,000 of income above $10,000 until it reaches $28,000 and above where a taxpayer is eligible for a 20% credit. This change goes into effect January 1, 1982.

III. Tax Exempt Organizations

Employers may establish a child care center as a tax exempt organization under the Tax Code Section 501(c)(3) which qualifies any employer contribution to it as a charitable deduction, while allowing the child care center to operate tax-free. The facility must be open to children in the community and may not favor children of the employees in any way.

IV. Charitable Contributions

The limit on the amount of tax deductible charitable contributions that may be made to qualifying tax exerpt organizations providing direct child care services or child care support services has been raised from 5% (of the corporation's taxable income) to 10% effective January 1, 1982.

V. Business Deduction

The Internal Revenue Service has ruled that expenditures to provide child care services for employees are deductible as ordinary and necessary business expenses when they benefit the employer's business by reducing absenteeism and turnover.

VI. Under the Labor-Management Relations Act, employers may place money in a child care trust fund to provide child care services for employees. The fund must be used exclusively for the employees' dependents. Any amount placed in the fund is a deductible business expense and is not counted as gross income for the employee.

VI. Basic Requirements

In order to qualify for the income tax exclusion, the employer's dependent care assistance program must meet these requirements:

- The program must be a separate written plan of the employer limited to providing employees with dependent care assistance. It does not have to be funded.
- The program must be available to an adequate cross-section of employees such that it does not discriminate in favor of employees who are officers, owners, or highly compensated, or their dependents.
- Eligible employees must receive reasonable notification of the availability and terms of the program.
- No more than 25% of the program's benefits for any year may be provided to shareholders or owners with a 5% interest or more in the employer, or their spouses or dependents. This is the only discrimination rule covering actual utilization of the program; there is no need to monitor whether one class of employees is using the benefit more than any other class of employees.
- Each January, the program must furnish each employee who received benefits from the program in the previous calender year a written statement of the amount of the benefits which he or she received.

References

Congressional Report, Proceedings and Debates of the 97th Congress, First Session. Volume 127, No.113, Friday, July 24, 1981.

Hewitt Associates, " A Special Report to Clients". August,1981.

Appendix F
References and Related Readings

Citations with asterisk are contained in the GMDCA Business and Child Care Resource File

"Adjusting Work Hours: Three New Ways of Working." New Ways to Work Publications, San Francisco, CA.

*Angle, Martha, These "Bosses Babysit, Too." *Parade Magazine*. St. Paul Pioneer Press. July 13, 1980.

Auerback Stevanne, "Rationale for Child Care Services: Programs vs. Politics," vol. 1, *Child Care A Comprehensive Guide*, 1975.

Avrin, Cookie, et. al., "Corporations and Child Care: Profit Making Day Care, Workplace Day Care, and a Look at the Alternatives." Women's Research Action Project, Cambridge, MA.

Babbie, *Survey Research Methods*, Wadsworth Publishing Co., Inc., Belmont, CA.

"Baby Boom and Baby Bust," *American Demographies*, Sept. 1979.

"Background Information on the Diversity of Child Care in Industry and Business." Assembly Office of Research, Sacramento, CA. January, 1979.

Bane, Mary Jo, et al. Child Care Arrangements of Working Parents. *Monthly Labor Review*. October, 1979.

*"The Bay Area Child Care Law Project." *Children's Defense Fund Reports*, September 1980.

Berger, Reva. "Taking the Care Out of Day Care. Update: The Study and Practice of Day Care. *Working Women*. April, 1979.

*"Bias Ruling Pleases Women's Groups." *The Minneapolis Star*, June 9, 1981.

"Broadening the Options in Child Care." *Citizens League Report. Sept. 1976.*

Butz, William P. and Ward, Michael P. "Baby Boom and Bust: A New View." *American Demographics*. Sept. 1979.

Camp, Catherine. "Employer Supported Child Care." Assembly Office of Research. Sacramento, CA. April 24, 1980.

Cannon, Belle. "Child Care Where You Work." *Ms.* April, 1978.

Carrigan, Patricia. "Where Day Care Is Everybody's Business." *Ms.* August 1979.

Chalk Talk, Newsletter of the National Association for Child Development and Education. June-July, 1980.

**Child Care, Business, Families*. Prepared by the Greater Minneapolis Day Care Association. Spring, 1979.

"Child Care and Developmental Services: Report of the Commission to Formulate a State Plan for Child Care and Developmental Services in California." California State Department of Education, Sacramento, CA. 1978.

"Child Care and Preschool: Options for Federal Support." Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. Sept. 1978.

*"Child Care and the World of Work." *Voice For Children*. Day Care and Child Development Council, Vol. II, No. 3, 1978.

"Child Care Data and Materials." Committee on Finance, U.S. Senate Russell B. Long, Chairman, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. Dec. 31, 1977.

*"Child Care For Hennepin County Employees." Hennepin County Office of Planning and Development, April 1978.

*"Child Care Centers Sponsored by Employers and Labor Unions in the United States." U.S. Department of Labor. 1980.

*"Child Care Grows as a Benefit," *Business Week*, Dec. 21, 1981.

*"Child Care Information Exchange," #9 Employers and Child Care.

Child Care In the 80's: A service plan guide for Ramsey County 1981-82. Prepared by the Child Care Council of Ramsey County, Inc. January, 1980.

*"The Child Care Job and Economic Development Project: A Model for Job Creation in Small Business. Child Care Service Enterprises." Vol. IV, A Guide to Family Day Care Network Operations, Asian, Inc. San Francisco, CA.

*"The Child Care Job and Economic Development Project: A Model for Job Creation in Small Business Child Care Service Enterprises." Vol. III, A Guide to Site Location and Development. Asian, Inc. San Francisco, CA.

*"The Child Care Job and Economic Development Project: A Model for Job Creation in Small Business Child Care Service Enterprises." Vol. II, A Guide to Resource Development, Asian, Inc. San Francisco, CA.

•"The Child Care Job and Economic Development Project: A Model for Job Creation in Small Business Child Care Service Enterprises. Vol. I, A Guide to Recruitment, Selection and Training of Family Day Care Providers. Asian Inc. San Francisco, CA.

•"Children Lobby Rallies." Ways and Means: Minnesota Legislative Bulletin, April 29, 1981.

•*The Children's Needs Assessment Handbook*. Education Commission of the States: Early Childhood Project, May 1976.

Chisholm, Shirley. "The Day Care Dilemma." *The Wall Street Journal*. April 26, 1976.

•Chucker, Harold. "Fairview Grows into the Giant of Hospitals." *The Minneapolis Star*, Sept. 9, 1981.

Coelen C., Glantz F., and Calore C., "Day Care Centers in the U.S. a National Profile 1976-1977." Vol. III. *Final Report of the National Day Care Study*, Cambridge, MA, 1978.

•Collins, Natalie Madgy, "Ending the Child Care Quandry," NEXUS, Greater Minneapolis Day Care Association, Summer 1981.

"Community Solutions for Child Care," Report of a Conference Co-Sponsored by the Women's Bureau and the National Manpower Institute with Cooperation of the National Commission on Working Women. U.S. Department of Labor, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. August 1979.

•"Company Boosts Image, Profits with Day Care." *The Washington Post*, (undated copy).

"Companies Operating Day Care Centers." *Women's Bureau*, July 1970.

Conly, Sonia Rempel. "Subsidized Day Care and the Employment of Lower Income Mothers, A Case Study." Ph.D. Thesis University of South Carolina, 1974.

Cook, Janet, "Broadcasters Open Day Care Center." *The Washington Post*, March 27, 1980.

•Copeland, Tom, "Is There a Corporate Nursery in Your Future." *Minnesota Business Journal*, Dec. 1981.

•"Corporations and Kids: Company Sponsored Day Care," Corporate Responsibility Planning Service, June 3, 1975.

Corporations and the Family in the 1980 s: Child Care. *Human Resources Network*. February, 1980.

•Corrigan, Patricia, "Where Day Care is Everybody's Business." *Ms*. August 1979.

•"County," *Minneapolis Tribune*, April 15, 1981.

Curran, Joseph R. and Jordan, John W., The KLH Experience: An Evaluative Report of Day Care in Action at the KLH Child Development Center, Cambridge, MA. 1970.

•Day Care and the Working Mother: A Report of a Conference. Sponsored by Health & Welfare Fund, Baltimore, Regional Joint Board and Amalgamated Clothing Workers of America. June 17, 1967.

"Day Care on the Job." *Human Behavior*. January, 1979.

"Day Care Quandary." *Bulletin to Management*. The Bureau of National Affairs, September 22, 1977.

"Day Care Services: Industry Involvement." Women's Bureau Workplace Standards Administration. U.S. Department of Labor, Bulletin 296, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 1971.

Demkovich, Linda E. "A Job for Every Welfare Mother But What About the Kids?" *National Journal*, March 4, 1978.

Dillman, Don A. *Mail and Telephone Surveys: The Total Design Method*, Wiley Interscience Publication, New York, 1978.

Douglas, Jane I. *Dollars and Sense: Employer Supported Child Care*. A Study on Child Care Needs and the Realities of Employer Support. Office of Child Development, Washington, D.C. 1976.

•Eisenberg, Richard. "The Boss May Bend Hours and Benefits for Working Couples, but the First move is up to Them." *Money*, Vol. 9 No. III November 1980.

"Employer Personnel Practices and Child Care Arrangements of Working Mothers In New York City." Day Care Council of New York, NY 1973.

"Employer Related Child Care — An Issue for the 80's." *The Childrens Advocate*.

"Employer Sponsored Day Care." Fact Sheet, *WRI*, Albany, New York, December 1979.

Employers and Child Care: Establishing Services Through the Work Place, U.S. Department of Labor, Women's Bureau, January 1981, Pamphlet 23.

Emten, A., and Perry, J. "Child Care Arrangements" *Working Mothers*, Ed. L. Hoffman and F. Nye, San Francisco: Jossey Boss, 1974.

"Enter Business and Industry." *Voice For Children*.

•"Facts About Women Heads of Households and Heads of Families." U.S. Department of Labor, December 1979.

•"Facts on Women Workers," U.S. Department of Labor, 1980.

"Fairchild Child Care Survey Summary Report." *4-C's*, March 1979.

"Federal Child Care Bill is Stillborn," *Women's Agenda*. May-June, 1979.

"Federal Child Care Centers: A Plus for Employees and Their Agencies." *Women in Action*, May 1979.

"Federal Child Care Legislation: 1976-1978." *Women's Bureau*, U.S. Department of Labor, February, 1979.

"Federal Day Care Proposal to be Revived." *Socio-Economic Newsletter*. March 1980.

"Federal Funds for Day Care Projects." Women's Bureau, Employment Standards Administration U.S. Department of Labor, Pamphlet 14, Washington, D.C.

Ferrar, Heidi Marie, "The Relationship Between A Working Mother's Job Satisfaction and Her Child Care Arrangements." Ph.D. Thesis. Pennsylvania State University, 1979.

*Flynn, Carol, "Union Views on Child Care." NEXUS, Fall 1981, Greater Minneapolis Day Care Association, Minneapolis, MN.

*Foley, Ellen. "If Day Care Ends, Mother Faces Welfare." *The Minneapolis Star*, January 28, 1981.

Foreman, Judy. Daycare: *Juggling Careers and Children, Viewed From Here*. January 6, 1981.

*Friedman, Dana E. "Child Care as a Fringe Benefit for Nurses: A Recruitment and Retention Tool in Hospitals." January 22, 1981.

Friedman, Dana E. "Child Care in the 80's — Reaching Out to Business and Labor." *Child Care Information Exchange*, September 1980.

*Friedman, Dana E. "On the Fringe of Benefits: Working Parents and the Corporation." 1981.

*Gallese, Liz Roman. "Moms and Pops Get Break as Employers Sponsor Day Care." *The Wall Street Journal*. May 9, 1980.

**General Mills American Family Report*. "Families at Work: Strengths and Stress." 1980-81.

Gilbert, Gordon. "Child Care: Local Needs Grow as More Women Go to Work." *The Washington County Bulletin*. July 3, 1980.

Glass, Eleanor Clement. "Child Care Needs Assessment." (Memo). *Choices For Children*, San Jose, CA. December 14, 1978.

*Gottschalf, Earl C. Jr., "Maternity Leave, Firms Are Disrupted by Wave of Pregnancy at the Manager Level." *The Wall Street Journal*. July 20, 1981.

Gottschalk, Earl, C., Jr. "Day Care is Booming, But Experts are Split Over its Effect on Kids." *The Wall Street Journal*. September 15, 1980.

*Greenberger, Robert S. "Job Hazard: How Burnout Affects Corporate Managers and Their Performance." *The Wall Street Journal*. April 23, 1981.

Greenleaf, Barbara Kay. "The Papoose Principle." *Working Mother*. May 1979.

Grossman, Allyson Sherman. "Almost Half of All Children Have Mothers in the Labor Force." *Monthly Labor Report*. June 1977.

*Harris, Daisey. "People Sought Who Can Offer Day Care Service." *Minneapolis Tribune*, April 1, 1981.

Hatch, Nan. "Creative Partnerships for Child Care." *Child Care Information Service, Pasadena, CA.*

Hayghe, Howard. "Families and the Rise of Working Wives — An Overview." Monthly Labor Review. May 1976.

*"Helping Working Parents: Child Care Options for Business" State of North Carolina, Office of the Governor, Raleigh, NC. June 1981.

"Hints for Planning Day Care." *M.I.T.* March 1971.

*Hofferth, Sandra L., "Day Care in the Next Decade: 1980-1990." *Journal of Marriage and the Family*. August 1979.

Hoffman, L., and Nye, F. *Working Mothers*. San Francisco. Jossey Bass Publisher, 1974.

Hoffman-LaRoche Underwrites Day Care Center. *Human Resources Network*. Quarterly Report #508. September 15, 1978.

**Honeywell Child Care Survey*, May 1980.

*Houle, Cyril O. *The Effective Board*. New York Association Press, 1960.

*"The Impact of Working Women on Business." *Parents in the Workplace Report*, Toys 'N Things, St. Paul, Minnesota. October 1981.

**Improving the Child Care Delivery System in Minneapolis*. A Report by the Minneapolis Child Care Interagency Work Group. January 1981.

**Industry Sponsored Child Care*. The Child Care Task Force of the Mayor's Commission on the Status of Women. Boston, MA. April 1976.

"Infant Care Survey." Santa Clara County Health Department. April 1979.

*Ingley, Kathleen. "Demand for Child Care Soars, Yet Companies Crawling Along." *San Francisco Business Journal*. August 1980.

"Inventory of Women's Services." Minnesota Council on Foundations. October 1978.

"Is Day Care Dead? Business, Economics & Social Trends." *Human Resources Network*. August 15, 1980.

*"Job and Family: The Walls Come Down." *U.S. News and World Report*. June 16, 1980.

Johnson, Beverly L. "Changes in Marital and Family Characteristics of Workers, 1970-78." *Monthly Labor Review*. April 1979.

*Johnson, Jan, et. al. "Come Monday, Mom Back on the Job." *The Minneapolis Star/Midweek*. July 24, 1979.

Kamerman, Sheila B. "Plight of Working Mothers is Ignored." *The Oakland Tribune*. August 1, 1979.

•Kamerman, Sheila B. and Kahn, Alfred J., *Child Care, Family Benefits, and Working Parents*. Columbia University Press, New York, 1981.

Kamerman, Sheila B. and Kahn, Alfred J. "The Day Care Debate: A Wider View." *Public Interest*. Winter 1979.

Kamin, Judith Brown. "Control Data and Northside Child Development Center." Graduate Management Case Development Institute. Simmons College. 1976.

Kantor, R. *Work and Family in The United States: A Critical Review and Agenda for Research and Policy*. New York, Russell Sage Foundation. 1977.

•Keniston, Kenneth and The Carnegie Council on Children. *All Our Children: The American Family Under Pressure*. Harcourt Brace Jovanovich, New York. 1977.

Keyserling, Mary Dublin. Day Care Challenge: The Unmet Needs of Mothers and Children." *Child Welfare*. 1971.

Keyserling, Mary Dublin. "Day Care: Crisis and Challenge." *Childhood Education*. November 1971.

Kinder-Care Annual Report, 1979.

Kinder-Care Learning Centers, Inc. *Preliminary Prospectus*. Underwriters Alex Brown & Sons, and Drexel Burnham Lambert, Inc. March 7, 1980.

Kleiman, Carol. *Day Care Output: Day Care and Early Education*. September 1973.

Kosanovic, Bruce. "First Annual Progress Report: Task Force for Care of the Sick Child." Santa Clara County Health Department. December 5, 1979.

Krucoff, Carol. *Day Care: Children at Work*. June 25, 1980.

•Krucoff, Carol. "Day Care: On The Job Sitter Cuts Absenteeism." *The Minneapolis Star*, July 2, 1980.

Kushman, John E. "A Three-Sector Model of Day Care Services." *The Journal of Human Resources*. Fall 1979.

•"Labor Letter: A Special News Report on People and Their Jobs in Offices, Fields and Factories." *The Wall Street Journal*, August 4, 1981.

•"Labor Letter: Daddy Days — More Employers Offer Paternity Leaves, But Few Men Leave." *The Wall Street Journal*. April 21, 1981.

Lacy, Carol, "Can Child Care Work at Work," *St. Paul Pioneer Press*, October 13, 1981.

Leading Indicators. *American Demographics*. July/August, 1980.

•*Legislative Program*. Council on the Economic Status of Women. 1981.

Levi's Touts Home Day Care Based on Its Own Experience. *Business Insurance*. December 11, 1978.

Ling, Flora. "Baby Sitting is Big Business." *Forbes*. July 24, 1978.

Little, Arthur D., Inc. *The Challenge of Success*. Commissioned by the National Association of Realtors. November 1979.

"Local Union Guide for Establishing Child Care Centers." Carol Haddad, Labor Program Service, School of Labor and Industrial Relations. Michigan State University.

•"Looking Ahead, Solving Problems." *Hennepin County Annual Report and Directory of Services*. 1980.

Low, Seth, and Pearl Spindler, "Child Care Arrangements of Working Mothers in the United States." Women's Bureau, Department of Labor. 1968.

•Lublin, Joann S. "Business Slow to Hire From CETA, Frustrating Reemployment Plans." *The Wall Street Journal*. September 17, 1981.

•Lublin, Joann S. "The New Interest in Corporate Day Care." *The Wall Street Journal*. April 20, 1981.

Lynn, D. *The Father: His Role in Child Development*. California, Brooks-Cole Publishing Co., 1974.

•Maccabee, Paula Goodman. "The New Right: Waging War on Women." *Twin Cities Reader*, Vol. 6, No. 19, April 23, 1981.

Macoby, E. and Macoby, N. "The Interview: A Tool of Social Science," Lindzey, G. (ed.) *Handbook of Social Psychology*. Reading, MA. Addison Welsey, 1954.

•McConnell, Lynda. "Corporate Day Care Programs Rise." Minneapolis Tribune, undated.

•McConnell, Lynda. "300 Secretaries Share Complaints on Their Day." *Minneapolis Tribune*, April 23, 1981.

•McConnell, Lynda. "U.S. Firms Work to Curb Growing Job Displeasure." *Minneapolis Tribune*, undated.

•McCubbin, Hamilton Ph.D., "Child Care Stress and the Work Place," *NEXUS*, Winter 1982. Greater Minneapolis Day Care Association, Minneapolis, MN.

McIntyre, Kathryn J. "Making Millions by Baby Sitting. *Time*. July 3, 1978.

McIntyre, Kathryn J. "Day Care: An Employer Benefit, Too. *Business Insurance*. December 11, 1978.

"Marital and Family Characteristics of Workers," *U.S. Department of Labor News*, March 1980, Washington, D.C.

Mead, Margaret. "Working Mothers and Their Children." *Childhood Education*. November 1970.

Miller, Joyce D. "Unions and Day Care Centers for the Children of Working Mothers." *Child Welfare*, Vol. 50, No. 1. January 1971.

•Miller, Kay. "Day Care Nears Crisis Point: Growing Demand, but Tight Supply." *The Minneapolis Star*, May 11, 1981.

•"Minnesota Business Survey," *Parents In The Workplace Report*. Toys 'N Things — St. Paul, Minnesota. December 1981.

•"Minnesota Women and Money." A study of insurance, retirement income, credit, and taxes. Council on the Economic Status of Women, January 1979.

•"Minnesota Women: City and County Employment." Council on the Economic Status of Women. April 1980.

•"Minnesota Women: Income and Poverty." Council on the Economic Status of Women. February 1978.

•"Minnesota Women: Jobs and Training." Council on the Economic Status of Women. 1980.

Moore, Evelyn K. "Industrial Day Care Programs." *National Black Child Development Institute, Inc.* Washington, D.C. October 19, 1979.

Morris, Bailey. "More Firms Offering Day Care Services." *The Washington Star*. March 14, 1980.

Nadel, Ruth. "Federal Agencies in Day Care." *Women's Bureau*. U.S. Department of Labor. June 1978.

The National Campaign For Child Day Care For Working Families. June 1980.

National Commission on Working Women. *National Survey on Working Women*. Washington D.C. National Manpower Institute, 1979.

•"National Day Care Study Effects," Vol. IV-C, *Final Report of the National Day Care Study*, Cambridge, MA, 1979.

"National Women's Political Caucus and Women's Equality League." *Comprehensive Child Care, A Position Paper*, February 1979.

•"Need For Child Care Services. Committee on Policy Research Management, California Legislature. April 24, 1980.

Nelson, Evan Gaines. "Can Day Care Work at Work." *Alumnae Association News*, Wheaton College, 1978.

Nelson, Mark. "Novel Child Care Plan Under Study Could Open Jobs for Thousands." *Valley Journal*. July 11, 1980.

•*New Management Initiatives for Working Parents*, Reports from April 1981 Conference. Ed. Baden C., and Friedman D.E. November 1981.

•*News Focus*. April/May 1981. (Working Opportunities for Women).

Nollen, Stanley D. *The Changing Workplace Across The Board*. April 1980.

•Northside Child Development Center. *Annual Report*. 1973.

•"Nurse Turnover Becomes A Big Headache for Many Medical Institutions." *The Wall Street Journal*. July 21, 1981.

Ogilvie, Donald G. "Employer Subsidized Child Care." Inner City Fund, Washington, D.C. January 1972.

•Olda, Sally Wendkos. "A New Look at the Day Care Controversy." *Redbook Magazine*. November 1978.

On-Site Day Care: The State of the Art and Models Development. Welfare Research Institute, Albany, NY. 1980.

•Orthner, Dennis K., Brown, Terry, and Ferguson, Dennis. "Single-Parent Fatherhood: An Emerging Life Style." *The Family Coordinator*. 1976.

Otten, Alan L. "Day Care: Politics and People." *The Wall Street Journal*. August 11, 1977.

•"Parental Leaves for Child Care ," and "Paternity Leaves: A Growing Option." *Catalyst: Career and Family Bulletin*. May 1981.

•*Parent-Child Twin Cities*, A monthly resource magazine for metro area familes, 1981.

Paternotte, William L. and Rockwell, Steven A. *Kinder-Care Learning Centers, Inc.* Consumer group study, Alex Brown & Sons. January 14, 1980.

Payne, Carol. "Women & Work 2: The Day Care Dilemma." *League of Women Voters Education Fund*. April 1978.

Payne, S. *The Art of Asking Questions*, Princeton University Press, 1951.

•Photo: Tight Rein on Her Toddlers." *The Minneapolis Star*. April 29, 1981.

•Perry, Kathryn Senn. "A Report of Employer Sponsored Day Care in the United States." University of Wisconsin, 1978.

•"Picking a Good Nursery School for Your Child." *Changing Times*. September 1981.

Pierce, William L. "Who's Watching the Children?" *American Educator. 1979.*

Polk, Ed. J. "The Employer Related Child Care Project." The Children's Rights Group. San Francisco, CA. July 31, 1979.

Portner, J. "A Literature Search: Topics Relevant to a Consideration of . . . Impacts of Work on the Family." Minnesota Council on Family Relations, Minneapolis, MN. 1978.

Portner, J. with Etkin, L. "Work and Family: Friends or Foes." Minnesota Council on Family Relations. Minneapolis, MN. 1978.

Pospisil, Vivian C. "New Role for Industry in Day Care?" *Industry Week*. June 14, 1976.

"Potential Cost and Economic Benefits of Industrial Day Care." Inner City Fund, Washington, D.C. 1971.

Praelle, Michael E. and Raphael, David E. "Two Income Families: A New Portrait." SRI International, Business Intelligence Program. Research Report 625. December 1979.

Probst, Annice M. "Employers Contributions to Child Care Information and Referral." *Pre-School Associations of West Side, Inc.* November 1977.

Probyn, Christopher and Kwong, Paul. "Demographic Trends for the Next Quarter Century." *The Data Resources Long-Term Review*. Winter 1979-80.

Rapoport, R. and Rapoport, R. *Dual Career Families Re-Examined*. New York, Harper Colophon Books, 1976.

*Rapoport R. and Rapoport, R. "Further Considerations on the Dual Career Family," *Human Relations*, 1971.

Rauth, Marilyn. "A Long Road to an Unresolved Problem: Comprehensive Child Care in the U.S. (no further cite).

"The Realities and Fantasies of Industry Related Child Care." Proceedings of a symposium hosted by the University of Colorado Medical Center, Denver, CO. May 1973.

Renshaw, J. "An Exploration of the Dynamics of the Overlapping Worlds of Work and Family." *Family Process*, Vol. 15, No. 1, 1976.

*Report on Company Sponsored Child Care. PCA Child Development Center, Matthews, NC.

Report on Utilization of and Fees Charged by Child Day Care Services in Ramsey County in October, 1979. Prepared by Child Care Council of Ramsey County, Inc. December 1979.

*Response. 1979 Social Report of the Life and Health Insurance Business. November 1979.

*Response. Bimonthly publication of the Life and Health Insurance Business. September 1980.

Rhodes, Sonya L. "Trends in Child Development Research Important to Day Care Policy." *Social Service Review*. June 1979.

Rivera, Anne. "Union Day Care: Meeting a Vital Need for ACTWV Families." *Labor Unity*. May 1978.

Roby, P. *Child Care — Who Cares*. New York: Basic Books, Inc. 1975.

Roth, Randall W. "Amortization of Expenditures for Child Care Facilities." *Taxes*. February 1979.

Sale, June S. and Torres, Y.L. "I'm Not Just a Babysitter." A Descriptive Report of the Community Family Day Care Project. Pacific Oaks College, Pasadena, CA. 1971.

Satcher, David, "A Needs Assessment Study for Family Practice in an Inner City Community." Submitted for Robert Wood Johnson Clinical Scholars Program Annual Meeting.

*Scharfe, Alice K. "An Evening Out for Children." *Austin*, September 1979.

Schneider, Anne, "A Report on Industry's Involvement in Child Care." Stanford University. Fall 1978.

*Schorr, Burt, "Canceled Checks; Reagan Team Weighs Impact of Welfare Cuts on Working Parents." *The Wall Street Journal*, October 21, 1981.

*Schumer, Fern, "Northside Day Care Unit: A Child of Innovation." *Chicago Tribune*, February 10, 1981.

Seixas, Suzanne, "Day Care Without Nightmares." *Money*. October 1978.

Selltiz, C., Jahoda, M., "Data Collection II: Questionnaires of Interviews," *Research Methods in Social Relations*. New York: Holt, Rinehart and Winston, 1953.

*"Sexual Tension: Some Men Find Office Is a Little too Exciting with Women as Peers." *The Wall Street Journal*. April 14, 1981.

*Shirley, Leigh, "Corporate Child Care Has Finally Come of Age." *Minneapolis Tribune*, January 11, 1981.

Simms, Mimi, "Industry and Day Care." *Children Today*. Vol. 1, No. 1. January-February 1972.

*Sitomer, Curtis J., "Who Cares for the Child." Reprint of a series of articles that appeared in the Christian Science Monitor. April 28, 29, 30 and May 1, 1981.

Smith, Ellen Kerrigan, "An Unusual Child Care Plan." *Living Magazine, San Francisco Sunday Examiner*, October 14, 1979.

Smith, Geoffrey, "Perry Mendel's Golden Diapers." *Forbes*. June 25, 1979.

Smith, Ralph E., ed. *The Subtle Revolution: Women at Work*.

Smith, Ralph, "Women in the Labor Force in 1990." The Urban Institute Washington, D.C. 1979.

Snyder, Mary K., "Differences in Satisfaction with Health Care Services as a Function of Recipient: Self or Others." Rand Corporation Paper

*"A Special Report on Families." The Governors' Task Force on Families. 1979.

Special Task Force Report to the Secretary of Health Education and Welfare. *Work In America.* Massachusetts: MIT Press, 1973.

Standards for Group Day Care of Preschool and School Age Children: DPW Rule 3. *State of Minnesota Department of Public Welfare.* Revised December, 1977.

*Stein, Chris, "Day Care; Just One Piece of a Holistic Pie," *NEXUS,* Winter 1982. Greater Minneapolis Day Care Association, Minneapolis, MN

Steinfels, Margaret O'Brien. *Who's Minding the Children? The History and Politics of Day Care in America.* New York: Simon and Schuster. 1973.

Stevenson, Gloria, "Tender Love and Day Care." *Manpower,* June 1975.

*Stirone, Laurie, "Child Care Center Comes of Age at JPL." *Star News,* July 3, 1980.

Strand, Roger, et. al. "Who Care For The Children?" A Study of Child Care in Olmstead County, MN. 1970.

Stride-Rite Children's Center. How We Do It. The Stride-Rite Corporation. Boston, MA. 1979.

*"Study Says American Choosing Divorce at Double Rate of 60's." *The Minneapolis Star,* June 9, 1981.

"The Subtle Revolution: The Most Important Report Ever on Working Women." *Family Circle.* October 9, 1979.

"Summary of Business and Industry Interviews." *Choices For Children.* San Jose, CA. July 31, 1978.

"The Superwoman Squeeze." *Newsweek.* May 19, 1980.

*"Taking Children to Work is Successful for Local Company." *The Enquirer Journal.* August 10, 1976.

"Tax Allowances and Exemptions for Day Care." *MS.* April 1978.

"Tax Incentives for Employer Sponsored Day Care Programs." Commerce Clearing House, Inc. Chicago, IL. January 1981.

"The Traditional Family Will Make a Comeback." Interview with Dr. Lee Salk, Child Psychologist. *U.S. News & World Report.*

*"Training of Child Care Work: Project Fresh Start." U.S. Department of Labor, CETA Program Model, Worester, MA 1979.

"A Union Sponsored Day Care Center." Amalgamated Social Benefits Association, Chicago, IL.

U.S. Department of Labor, Bureau of Labor Statistics, Press Release no. 80-767, December 9, 1980.

U.S. Working Women: A Data Book, 1977, U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C. 1977.

*Vocational Education: Program and Staff A.V.T.I. Statistical Supplement. Council on the Economic Status of Women, July 1979.

Waldman, Elizabeth, et al. "Working Mothers in the 1970's: A Look at the Statistics. *Monthly Labor Review.* October 1979.

Ware, John E., "Effects of Acquiescent Response Set on Patient Satisfaction Ratings." *Medical Care,* Vol. XVI, No. 4. April 1978.

Ware, John E., Davies-Avery, Allyson, Stewart, Anita, "The Measurement and Meaning of Patient Satisfaction: A Review of the Literature." *Health and Medical Care Services Review.* 1978.

Ware, John E., Snyder, Mary K., "Dimensions of Patient Attitudes Regarding Doctors and Medical Care Services." *Medical Care,* April 1975.

Warren, Virginia Lee. "Night Care Center." *Children Today,* Vol. 1, No. 1, January-February 1972.

*Wattenberg, Esther. "Social Service Cuts Leave Children Out in the Cold." *The Minneapolis Star,* May 28, 1981.

Westwood, Dick, Lunn, Tony, and Beazley, David, "The Trade Off Model and its Extensions." *Journal of the Market Research Society.* Vol. 16, No. 3.

*Whitbread, Jane, "Who's Taking Care of the Children." *Family Circle,* February 20, 1979.

White House News on Women. Periodic newsletter on women. The White House, Washington, D.C.

*Willis, Judith. "Benefits Buffet." *The Minneapolis Star.* June 1, 1981.

*Willis, Judith. "Work and Family: Balan[illegible]ng Act." *The Minneapolis Star,* May 6, 1981.

Willner, Milton. "Advantages of Family Day Care." *Porter-Leath Children's Center.* Memphis, TN.

*Winget, Mary, "A Conference for Businesses that Employ Parents." *Minnesota Business Journal,* December 1981.

Winget, W. G. "Discussion Paper on Options for Employers' Involvement with Child Care." Child Care Council of Ramsey County, Inc. February 1980.

"Women At Work: Perceptions Problems, Prospects," National Commission on Working Women, June 1979.

*"A Woman's Place: A Guide to Women's Legal and Economic Rights in Minnesota." Council on the Economic Status of Women. 1980.

•"Women In Management." U.S. Department of Labor. 1980.

•"Women Owned Business." Newsletter: Council on the Economic Status of Women. May 1981.

"Working Examples: Day Care on the Job." *Human Behavior*. January 1979.

"Working Less But Enjoying It More: A Guide to Splitting or Sharing Your Job." *New Ways to Work Publications*, San Francisco, CA. 1978.

"Working Mothers and Their Children." U.S. Department of Labor, Washington, D.C. 1977.

•*World of Work Report*, Vol. 2, No. 2, February 1977.

•Ziegenhagen, Mary. "The Plight of Children in Our Generation." *The Minneapolis Star*, March 21, 1979.

Zitner, Rosalind and Miller, Selby H. "Our Youngest Parents: A Study of the Use of Support Services by Adolescent Mothers." *Child Welfare League of America*. New York, 1980.

•Zweig, Phillip L. "When Day Care Works." *The New York Times*, 1977.

Appendix G
Other Compiled Bibliographies

This list represents extensive bibliographies that have been accumulated at the Business and Child Care Project Office.

"Bibliography On Job Sharing," New Ways to Work Publications, San Francisco, CA.

"Business and Child Care, A Bibliography," Bibliographic Retrieval Services, Inc., Scotia, NY.

Collins, Natalie Madgy, *Making Child Day Care Arrangements: A Review of the Literature*, (unpublished paper), 1980, available by writing P.O. Box 19182, Minneapolis, MN 55419.

"Employer Supported Child Care Resource Bibliography," Private Industry Council, City of Sunnyvale, CA.

"Industry and Child Care Resource Bank Bibliography," Boulder Child Care Support Center, Boulder, CO.

"A Periodical Retreat," A list of alternative women's periodicals: Ann Arbor, MI.

Portner, Joyce, *Impacts of Work on the Family: A Literature Search*, Minnesota Council on Family Relations, 1978.

Publications on Employer Supported Child Care," Creative Partnerships for Child Care, Child Care Information Service, Pasadena, CA.

"Two Career Families, A Bibliography of Relevant Readings," Compiled March 1980 by Catalyst, NY, NY.